

2011–12 Wisconsin Alternate Assessment for Students with Disabilities

Technical Report

**Final
Submitted**

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Executive Summary

The 2011–12 Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) Technical Report documents the processes and procedures implemented in support of the 2011 fall administration of the WAA-SwD. The technical report shows how the applied processes and procedures, as well as the results, relate to the issues of validity and reliability, the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 1999), and the federal Peer Review process detailed in *Standards and Assessments Peer Review Guidance* (United States Department of Education [USDOE], 2007). This report demonstrates that the fall 2011 administration of the WAA-SwD adhered to the appropriate standards and practices of educational assessment and ultimately, this report serves to document evidence that valid inferences about Wisconsin student performance can be derived from the assessment.

The WAA-SwD is an element of the Wisconsin Student Assessment System (WSAS) and is administered to any student with significant disabilities when the local Individualized Education Program (IEP) team determines that the student is unable to participate in the Wisconsin Knowledge and Concepts Examination (WKCE). The purpose of the WAA-SwD is to provide information about student achievement and to allow school district staff to use test results to improve educational programs. The WAA-SwD is designed to meet the requirements of the No Child Left Behind Act (NCLB) accountability goals, the Individuals with Disabilities Education Improvement Act (IDEA), and the Wisconsin Statutes and is intended to provide students, parents, teachers, and schools with information about how students are progressing in relation to the Wisconsin Model Academic Standards through the Wisconsin Extended Grade Band Standards.

Administration

The administration of the 2011–12 WAA-SwD occurred from October 24, 2011 through November 25, 2011. For all content areas (reading, mathematics, and science), each test administration occurs on an individual student basis where a teacher marks the student's response directly on the answer document submitted for scoring. The assessment administration is not timed and can be conducted over several days in order to accommodate the students and minimize fatigue.

Student Population

Students assessed with the WAA-SwD typically have significant limitations in cognitive functioning, in adaptive behavior, and in academic functioning expressed in conceptual, social, and practical adaptive skills. Often, these students are identified as having a Cognitive Disability; however, students with some other types of disabilities (e.g., Autism, Traumatic Brain Injury, etc.) may also satisfy the criteria for participation in the WAA-SwD.

To determine if students meet the eligibility criteria, local IEP teams must review the participation checklist, included here as Appendix A and discussed in more detail in the section of this report related to the student population.

Within the context of the 2011–12 administration, as few as 779 (grade 10 science) and as many as 881 (grade 6 reading) students participated in the WAA-SwD administration as

compared to the 2010–11 administration where between 771 (grade 10 mathematics and science) and 844 (grade 5 reading) students participated.

Operational Analyses

The WAA-SwD uses raw score reporting for each item and for the overall content areas. Standard setting activities were conducted in 2008 and were based on test forms that are similar in regard to test content and psychometric properties to those used in the 2011–12 assessment administration.¹ Items undergo classical item analyses yearly in order to ensure that the item performance is not dramatically altered from year to year, which could suggest item exposure or other issues that would raise concerns about item suitability and year-to-year comparability of scores. Any item that displays problematic classical statistics or dramatic changes across years is carefully reviewed to determine the appropriateness of continuing to include the item in scoring and reporting. Within the context of the 2011–12 WAA-SwD administration, no items required suppression due to classical statistics or due to changes in item performance over time. This report contains information regarding the statistics for each item and the forms overall for both this administration and for longitudinal comparisons.

Results

In general, longitudinal results indicate that the percentage of students with proficiency levels of *WAA-SwD Proficient* and *WAA-SwD Advanced* have on average increased slightly for all content areas since the 2010–11 administration. Across all grade levels, the average change in the percentage of students achieving *WAA-SwD Proficient* and *WAA-SwD Advanced* combined was 1.74% for reading, 1.75% for mathematics, and 2.93% for science. The greatest increase was in reading, grade 10 with a 9.00% increase between the last two administrations. The greatest decrease was in reading, grade 8 with a 1.84% decrease between the last two administrations.

Overview

Introduction

The WAA-SwD is administered to any student with significant disabilities when the local IEP team determines that the student is unable to participate in the WKCE, even with accommodations, and that the student meets the participation guidelines detailed in Appendix A.

The WAA-SwD is administered to students in grades 3 through 8 and 10 in reading and mathematics and in grades 4, 8, and 10 in science.² The reading, mathematics, and science WAA-SwD test forms and administration guidelines for the 2011–12 administration were similar to those used in the 2007–08, 2008–09, 2009–10, and 2010–11 administrations, where the 2007–08 administration was the initial year of this assessment. The current test administration window opened October 24, 2011 and closed November 25, 2011 for all grades and content areas.

¹ The similarities across years and forms is discussed in detail in the Test Development section of this report and displayed in Appendix F.

² The WAA-SwD assessments for social studies, language arts, and writing are not addressed in this publication. More information regarding these assessments can be found at: <http://www.dpi.wi.gov/sped/assmt-waa.html>.

The work involved in the development of the curriculum standards, test forms, administration, scoring, standard setting, and analyses are all important steps in the process of developing a valid assessment system. This document serves to capture the time and effort devoted to the WAA-SwD in relation to the importance, reliability, and validity of the assessment as part of the WSAS. The *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999), gives guidance in Standard 3.6 that is of particular relevance to alternate assessments and the uniqueness of the “intended test takers.” It reads:

The type of items, the response formats, scoring procedures, and test administration procedures should be selected based on the purposes of the test, the domain to be measured, and the intended test takers. To the extent possible, test content should be chosen to ensure that intended inferences from test scores are equally valid for members of different groups of test takers. The test review process should include empirical analyses and, when appropriate, the use of expert judges to review items and response formats. The qualifications, relevant experiences, and demographic characteristics of expert judges should also be documented. (AERA, APA, & NCME, 1999, p. 44)

The WAA-SwD development team has paid close attention to each of these directives.

In addition to guidance from the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999), the *Standards and Assessments Peer Review Guidance* (USD OE, 2007) is beneficial. This technical report provides evidence toward a variety of Critical Elements as part of the guidance for Peer Review. The bulk of this report covers evidence in Section 4—Technical Quality, including Critical Elements 4.1 (validity), 4.2 (reliability), 4.3 (fairness and accessibility), 4.5 (administration, scoring, analysis, and reporting), and 4.6 (accommodations). For other Critical Elements, Appendix B details the chapters in the *Standards and Assessments Peer Review Guidance* (USD OE, 2007) and the corresponding sections.

Purpose of the WAA-SwD

Beginning in the 2005–06 school year, the federal NCLB Act required all states to test all students in reading and mathematics in grades 3–8 and once in high school (grade 10 under Wisconsin law § 118.30). Based on the NCLB legislation, student performance, reported in terms of performance categories, is used to determine the adequate yearly progress of students at the school, district, and state levels. Beginning in the 2007–08 school year, states must also administer science assessments at least once in grades 3–5, once in grades 6–9, and once in grades 10–12.

The 2004 reauthorization of IDEA and Wisconsin § 115.77 requires participation of students with disabilities in state- and district-wide assessments. Specifically, IDEA stipulates in section 612, part A, number 16:

All children with disabilities are included in all general state-and-district-wide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. (USD OE, 2004)

The student’s IEP team, including parents or guardians as equal participants, must address all decisions regarding the participation of a student with disabilities in WSAS regular assessments. The WAA-SwD is designed to meet the requirements of the NCLB accountability goals, IDEA,

and Wisconsin Statutes and to provide students, parents, teachers, and schools with information about how students are progressing in relation to the Wisconsin Model Academic Standards and the Wisconsin Extended Grade Band Standards.

Use of the Assessment Information

The WAA-SwD provides achievement information serving multiple purposes to schools and students. In addition to providing results for use in state and federal accountability programs, WAA-SwD results may be used as one of many tools that provide parents and guardians with information about the academic performances of their children, help to inform district- and school-level decision-making related to student learning, identification of grade-level curricular strengths and weaknesses, and identification of curricular areas where additional diagnoses are indicated in order to prescribe a course of intervention or enhancement, corrective instruction, or specialized services.

In addition to the above-mentioned uses, additional interventions that should be used only in conjunction with other related achievement information include identifying the level and range of achievement in a class or grade level and informing placement, retention, and promotion decisions for individual students.

Population

Description of Students

Students assessed with the WAA-SwD typically have significant limitations in intellectual functioning, in adaptive behavior, and in academic functioning, expressed in conceptual, social, and practical adaptive skills. Often these students are identified as having a Cognitive Disability; however, students with some other types of disabilities (e.g., Autism, Traumatic Brain Injury, etc.) may also satisfy the criteria for participation in the WAA-SwD.

Student Eligibility Criteria

When determining if a student who is eligible for special education services should participate in the WAA-SwD or the WKCE, the student's IEP team must determine whether the student meets all of the criteria from the participation checklist in Appendix A. When the IEP team concurs that all four criteria accurately characterize a student's current educational situation, the WAA-SwD should be administered in order to provide a meaningful evaluation of the student's current academic achievement.

Participation Criteria:

1. The student's curriculum and daily instruction focuses on knowledge and skills specified in the Extended Grade Band Standards.
2. The student's present level of academic and functional performance significantly impedes participation and completion of the general education curriculum even with significant program modifications.
3. The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.
4. The student's difficulty with the regular curriculum demands is primarily due to the disability, and not due to excessive absences unrelated to the disability, or social, cultural, or environmental factors.

Population Characteristics

In accordance with federal regulations regarding the capture and reporting of student race and ethnicity information, the Wisconsin Department of Public Instruction (DPI) changed to the approved federal reporting system in the 2010–11 school year. This results in the following options for students. Students must first identify as either: 1) Hispanic or Latino, or 2) Not Hispanic or Latino. Additionally, students must then select one or more of the following: 1) American Indian or Alaska Native, 2) Asian, 3) Black or African American, 4) Native Hawaiian or Other Pacific Islander, and 5) White. The DPI is applying a bridging strategy in order to convert this information back to the existing five categories until further notice (see <http://dpi.wi.gov/lbstat/dataracfaq.html> for additional information). Given the change in reporting of race ethnicity information by students and parents and the subsequent bridging of data by the DPI, there is potential for differences within the existing five categories as reported here in comparison to other and prior data aggregations. Where longitudinal differences appear that are likely related to the new coding, a footnote will be applied to alert a reader to the likely reason for the differences.

Demographic data were collected for the WAA-SwD and are reported in Tables 1–3³ for reading, mathematics, and science, respectively. Across all grades and content areas, there were between 779 (grade 10 science) and 881 (grade 6 reading) students who participated. As can be seen in Figure 1, at each grade level, participation is similar for all content areas. This is an expected result given that students are required to take all content areas for the WAA-SwD or all content areas for the WKCE; there is no opportunity to take the WKCE in some content areas and the WAA-SwD in others. The minor differences seen within a grade level by content area are likely due to the number of invalid answer documents that differ by grade level and content area, an issue explored in more depth in the section on Scoring later within this document.

In all grades and for all content areas, approximately two-thirds of test takers were male. The participation rates for male test-takers ranged from a low of 62.77% (grade 10 science) to a high of 67.09% (grade 3 reading and mathematics). Correspondingly, the participation rates for female test-takers ranged from a low of 32.91% (grade 3 reading and mathematics) to a high of 37.22% (grade 7 mathematics).⁴ The majority of test-takers across all grade levels and content areas were of White (not of Hispanic origin) ethnicity, ranging from 59.75% (grade 3 mathematics) to 69.06% (grade 10 science). A small percentage (ranging from 4.19% in grade 4 reading to 9.24% in grade 3 mathematics) of students taking the WAA-SwD were classified as English language learners or not English language proficient. It is important to note that within the context of this report, students designated as English language proficient are either students never classified as English language learners or previously classified students who are now proficient in the English language. In contrast, the not English language proficient subgroup is comprised of students classified as English language learners or students with limited English language proficiency. Over half of all test takers (ranging from 52.75% in grade 10 reading and mathematics to 62.91% in grade 3 reading and mathematics) were classified as economically disadvantaged.

Primary disability information was captured from student records. These data can be found in Tables 4–6. Figure 2 also captures the data to more easily illustrate the primary disabilities that are reported. Most students fall into the Cognitive Disability category, followed by the Autism

³ Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with Family Education Rights & Privacy Act (FERPA) regulations. This rule is instituted throughout all tables, figures, and reporting.

⁴ Note that there are minor differences in percentages due to rounding and/or missing data.

and Other Health Impairment categories. It should be noted that all students assessed with the WAA-SwD have a disability. It should also be noted that Tables 4–6 include a category of students indicated as Not IDEA Eligible or No Disability. However the DPI believes that this is simply a coding error, as all students assessed with the WAA-SwD have a disability.

Data were also collected on the types of accommodations provided to students during testing. While the test requires a one-on-one administration, there were a variety of additional accommodations teachers utilized to assure accessibility by students to the test items. These are listed in Tables 7–9. As Figures 3–5 display, the majority of student records across all grade levels and content areas (73.92% in grade 3 mathematics to 88.13% in grade 8 reading) indicate No Accommodation Used. The most frequently used accommodation for reading, mathematics, and science is Used Another DPI-Approved Accommodation with between 8.53% (grade 8 reading) and 17.34% (grade 3 mathematics) of students using this accommodation.

Standards

Wisconsin educators, facilitated by Edvantia, Inc., developed alternate assessment standards for the WAA-SwD in 2007. These Extended Grade Band Standards were developed in accordance with NCLB, which requires that the content of alternate assessments must be comparable to that of regular state assessments and must show clear linkage to the content standards for the grade in which the student is enrolled. According to NCLB, alternate assessment standards may cover a more narrow range of content, and grade level content may be reduced in complexity.

The 2011–12 WAA-SwD forms in reading, mathematics, and science consisted of custom selected-response (SR) and constructed-response (CR) items measuring skills associated with the Wisconsin Model Academic Standards through the Wisconsin Extended Grade Band Standards. The Wisconsin Extended Grade Band Standards consist of a set of standards that are found across grades within a given content area. For each standard, the knowledge and skills that students are expected to acquire within a given grade band are described by the Extended Grade Band Objectives.

The Extended Grade Band Standards developed for the DPI were designed to increase access for students with significant cognitive disabilities to grade-level expectations within the general curriculum as defined in the Wisconsin Model Academic Standards for English language arts, mathematics, and science. The WAA-SwD Extended Grade Band Standards are available for viewing on the internet at: <http://www.dpi.wi.gov/sped/assmt-extstd.html> for each content area.

Extended grade bands include two contiguous grade levels that produce a single set of Extended Grade Band Objectives, connecting grades 3 and 4, grades 5 and 6, and grades 7 and 8 for reading and mathematics. These Extended Grade Band Objectives represent the grade level expectations for students who take the alternate assessment in the specified grade level. Because the expected progression across grades for this population is difficult to differentiate for each individual grade level, the DPI deemed the specification of grade band expectations more appropriate.

Extended grade objectives were set for grade 10, a single grade level, because this is the high school grade level at which general education students in Wisconsin are tested and, therefore, the only grade at which alternate assessments are required for high school. Extended grade objectives were also set for grades 4, 8, and 10 in science.

A committee of DPI staff, general educators, special educators, and content specialists from across the state convened to review the Wisconsin Model Academic Standards and grade-level objectives and subskills found in the Wisconsin Assessment Frameworks. These formed the basis for the Extended Grade Band Objectives. Committee members considered the grade-level objectives and subskills in the Assessment Frameworks for both grades in their grade bands to determine the linking of the Extended Grade Band Objectives. The Assessment Framework for grade 10 grade-level objectives and subskills was used to determine the linking of the Extended Grade Band Objectives.

Committees also developed instructional achievement descriptors for each of the Extended Grade Band Objectives. Instructional achievement descriptors were defined for Minimal, Basic, Proficient, and Advanced performance levels. Committees defined target content and skills for each level of achievement, from Minimal Performance to Advanced. For each target skill, committees developed examples to show how students might demonstrate achievement of the performance level. These examples were intended to provide an achievement ladder for students working toward proficiency on the Extended Grade Band Objectives. The examples were also intended to help teachers envision how the broad range of students with significant cognitive disabilities might perform with the same content.

Finally, alternate assessment achievement descriptors were developed for each grade band prior to standard setting activities, with the option to revise them if necessary during the standard setting. These alternate assessment achievement descriptors provide a bridge between the Extended Grade Band Objectives and the alternate assessments aligned with them. These descriptors were intended to guide the development of the test blueprint, the development of items and tasks that measured the full range of achievement, and the setting of cut scores during standard setting for the assessment. The focus of an alternate assessment in a standards-based system was on achievement that aligned with extended standards linked to grade-level content. Together, this system of standards and descriptors was designed to allow students with significant cognitive disabilities to progress toward state standards that are linked to grade-level expectations.

Test Design

Format

A common item test design was utilized for the reading and mathematics content areas. The design allowed for 36–42% of the items to be shared within a grade band, meaning that no more than 42% of the items were in common for grade levels 3 and 4, 5 and 6, or 7 and 8. Additionally, 6–14% of the items were shared between adjacent grade levels that did not incorporate the grade band, meaning that up to 14% of the items in grade 4 were shared with grade 5, up to 14% of the items in grade 6 were shared with grade 7, and so forth. These items were designed to measure different performance levels for the different grades (e.g., an item presented in the grade 4 form was designed to measure performance at the proficient level and, when presented in the grade 5 form, was designed to measure performance at the basic level). This design allowed for vertical progression through common items across grade levels, though vertical scaling was not employed. Science content was developed with unique items for each grade level, thus, no science items were shared between grade levels. The designs for reading and mathematics are presented in Appendix C.

The test design was such that there were 28 items in reading for every grade level, 31 items in mathematics for every grade level, and 36 items in science for every grade level. The number of

items allowed for sufficient coverage of the standards at each grade level, as well as allowing for some degree of commonality in structure across grade levels within a content area.

All items in mathematics and science were designed to be read by the teacher in order to target the specific content outlined in the Extended Grade Band Standards (rather than a student's ability to read). In contrast, the reading portion of the test was designed to assess a student's ability to read and to understand text in addition to other content. To achieve this goal, passages were developed at each grade level, and items were differentiated into two categories (read-by-teacher and read-by-student). The student-read items were distributed across different standards and objectives as well as different levels of difficulty. The forms at each grade level were comprised of approximately one-third read-by-student and two-thirds read-by-teacher items.

Blueprint

The test items appeared in a single form for each grade level. Tables 10–12 illustrate the test design for the 2011–12 administration, where the total number of items (displayed by SR and CR item types) and maximum points per content area, grade level, and standard are provided.

It is important to note that some items were revised or replaced between the administrations from 2007–08, 2008–09, 2009–10, 2010–11, and 2011–12 (more details can be found in the Test Development: Item Selection/Form Development section of this report). These changes were implemented to reflect the findings of the post-administration alignment study (more information regarding the alignment studies can be found later in this report in the section on Test Development, subsection Item Development). The target test blueprints (the goals for form assembly by content area) are in Appendix D. The actual test blueprints for the current administration are in Appendix E.

Table 13 captures the information on the number of items and score points for all forms by grade level and content area. It is important to recognize that for the WAA-SwD all 1-point items are SR items, while all 2- or 3-point items are CR items.

Test Development

Item Development

Development staff from CTB/McGraw-Hill (CTB) and the DPI wrote the items for reading and mathematics grades 3 through 8 and 10 and science grades 4, 8, and 10. The tests consisted of SR and CR items measuring skills associated with the WAA-SwD Extended Grade Band Standards.

For the 2007–08 administration, CTB worked closely with the DPI to develop items in alignment with the test blueprint and alternate assessment standards and a style and format similar to the WKCE assessment. Prior to the 2007 Content and Bias Review meeting, items were reviewed by the DPI, and edits were incorporated throughout the development process. Additional adjustments were made to items and to the overall test layout as a result of edits suggested at the Content and Bias Review meeting and during subsequent reviews by the DPI.

Test development staff from the DPI and educators from Wisconsin reviewed the items written in preparation for the 2008–09 and 2009–10 test administrations.⁵ Items were reviewed for content accuracy, grade-level appropriateness, extended depth of knowledge, bias, and sensitivity. The majority of items were developed as SR with three answer choices provided. For mathematics and science, item stem artwork was placed directly above answer choice artwork on the same page. In reading, student test books were designed so the student would be able to view both the passage and the answer choices for a given item simultaneously. The style of CR items varied by content area and included items requiring students to sort, match, and devise their own answers.

Item Review and Test Fairness

All items are expected to be fair for all students. Various procedures were employed to review items for item bias, also referred to as item fairness. Once items were developed, they had to pass a series of reviews and analyses prior to being selected as part of the item pool. This content and bias review had two purposes: 1) to ensure the items were grade-level appropriate, and 2) to ensure that any sensitivity issues were identified and addressed. Grade-level experts who know how content is taught in the classroom evaluated grade-level appropriateness. Sensitivity reviews ensured that items were free of offensive, disturbing, or inappropriate language, artwork, or content.

Prior to the first administration of the WAA-SwD, content, sensitivity, and bias reviews of all items developed for the initial administration were conducted by internal and external experts. A Content and Bias Review meeting was held in August 2007 to incorporate the input of 36 Wisconsin educators on the items in the 2007–08 forms. Participants with content knowledge in reading, mathematics, and science and expertise in alternate and regular assessments came together to review content accuracy, grade-level appropriateness, extended depth of knowledge (EDOK),⁶ and bias sensitivity of the items. Participants used criteria provided by CTB and worked in teams by grade and content area to complete this critical step in the development of the assessment. This review was led by the DPI. CTB participated in the review process, under the direction of the DPI, by providing hard copies of all items and staff for instruction and interpretation. The review showed high overall item acceptance rates, with 60% of items being accepted as written, 38% of items being accepted with edits, and just 2% of items being rejected. The Content and Bias Review meeting details are provided within the report titled *Content and Bias Review Meeting August 23–24, 2007: Summary Report*, available from the DPI.

At the conclusion of the 2007–08 test administration window, the test forms were reviewed through an independent evaluation headed by Dr. Norm Webb. The goal of this review was to verify the alignment between the test forms and the content standards. The results of the alignment study can be found in the following three documents available from the DPI: *Alignment Analysis of Mathematics Extended Grade Band Standards and Assessments: Wisconsin Grades 3–8 and 10* (Webb, 2008c), *Alignment Analysis of Extended Reading Standards and Assessments: Wisconsin Grades 3–8 and 10* (Webb, 2008a), and *Alignment Analysis of Extended Science Grade Band Standards and Alternate Assessments: Wisconsin Grades 4, 8 and 10* (Webb, 2008b).

⁵ There were no new items written for the 2010–11 or 2011–12 administrations; all items had appeared on at least one previous WAA-SwD form.

⁶ Extended Depth of Knowledge (EDOK) offers a description of the specific skills and cognitive abilities targeted at each level of difficulty for items and standards used in alternate assessments, as compared to traditional depth of knowledge (DOK) descriptions used in regular assessments (Webb, 1997).

The alignment studies identified a number of areas where the test forms could be modified to improve the alignment and overall content of the WAA-SwD. In preparation for the 2008–09, 2009–10, 2010–11, and 2011–12 administrations, the DPI reviewed the recommendations from the alignment study and identified where new items were needed and also identified where items from the item bank could be added to a test form.

Item Selection and Form Development

The test forms administered in 2007–08 served as a guide for the development of the 2008–09, 2009–10, 2010–11, and 2011–12 forms with a goal of making the forms as similar as possible across administration years.

The following guidelines were used in the determination of operational items, with the target test blueprint (found in Appendix D) as the primary criterion:

- 1) Alignment of item to standard
- 2) Extended depth of knowledge (sufficient breadth is required)
- 3) Item statistics
- 4) Read-by-teacher and read-by-student ratio (reading content only)
- 5) Number of common items between grades (both within and across grade bands)
- 6) Performance level classification of items

The 2011–12 test administration included only operational items. For this administration, the DPI worked to ensure complete alignment of items and forms; this involved revising items and adding different items to some forms. The DPI conducted this work in response to the alignment study. Details regarding item performance can be found in the section on Analyses and Results.

Appendix F identifies the changes in the forms over time, across administrations and from the initial/baseline administration (January 2008) to the current administration (November 2011). The table for each content area includes for each comparison: the number of operational items in common between the two administrations, the number of new operational items that were previously administered (this administration could have been as a field test or operational item in any previous administration), the number of new operational items that were not previously administered, the number of operational items altered/revised between administrations, the number of new field test items, and the number of items with revised reporting categories. For the comparison from the baseline to the current administration, only the number and percentage of operational items in common between the two administrations are presented, as the purpose of this comparison is to see the overall change in the forms from the original form used in standard setting to the current form.

The extent and variety of changes varies across grades, administrations, and content areas. For reading, from the baseline form to the current form the least degree of change occurred in grade 4 where 75% of the operational items are in common between the two administrations, while the greatest change occurred in grade 6 where 54% of the items are in common between the two administrations. For mathematics, from the baseline form to the current form, the least degree of change occurred in grade 6 where 97% of the operational items are in common between the two administrations, while the greatest change occurred in grade 7 where 71% of the items are in common between the two administrations. Finally, for science from the baseline form to the current form, the least degree of change occurred in grade 10 where 92% of the operational items are in common between the two administrations, while the greatest change occurred in grade 8 where 75% of the items are in common between the two administrations.

Approval Process

A formal approval process was established as part of the development of the WAA-SwD. The Superintendent of the DPI formally approved the Wisconsin Extended Grade Band Standards and the performance level cut scores. The Wisconsin Technical Advisory Committee (TAC) approved the test design and methodologies for establishing test forms and deriving performance level cut scores, as well as the final performance level cut scores. DPI staff approved the test items, training materials, and technical manuals.

Test Administration

The WAA-SwD is designed to be administered one-on-one to students with significant disabilities who are unable to take the WKCE even with accommodations. The reading, mathematics, and science assessments were administered with test administrators marking each student response in the answer document provided with the assessment materials. Test administrators received a complete set of books for each student (one teacher book with the test items and one student book with graphics and answer choices). This allowed the administrator to make approved accommodations for each student and allowed each student to view and manipulate answer choices without distraction from item text or response rubrics. The test administration was guided by the manual entitled *Directions for Test Administration*, contained in Appendix G.

For all content areas, the assessment administration was permitted to occur over multiple days to accommodate students and to minimize fatigue; in addition, test administration was not timed. It was expected that all students would be presented with and attempt all items in each content area.

Test Administrator Qualifications

Test administrators are required to be licensed professionals familiar with the response style of each student for whom the test is being administered. Test administrators are also required to participate in the WAA-SwD training by the DPI.

Test Administrator Training

Prior to the 2007–08 test administration, teams of educators from each district, mainly District Assessment Coordinators and Special Education Directors, were convened in various locations around the state for a DPI-led train-the-trainer presentation on the WAA-SwD administration. Participants went through discussions of the Extended Grade Band Standards, test participation guidelines, eligibility criteria, roles and responsibilities of the test administrator, sample test items, accommodations, approved manipulatives, security, distribution, retrieval, scoring, reporting, and other logistics. The training included a PowerPoint™ presentation (found at <http://dpi.wi.gov/oea/pp/waa-swd-admtr.ppt>), group discussions, question/answer sessions, and practice test administration with other participants. The DPI also provided educators with online Mediasite training, a manipulatives guidelines document, and sample test items for all content areas and grade levels (found at <http://www.dpi.wi.gov/oea/waa.html>). Once trained, the participants were responsible for training test administrators within their schools and districts.

For the 2011–12 test administration, the DPI provided an updated Mediasite presentation, an updated Test Administration Manual, a PowerPoint presentation, a manipulatives guidelines document, and sample test items for all content areas and all grade levels. These training materials served as the primary guidance for District Assessment Coordinators and for test

administrators, while the DPI staff served as secondary resources for answering questions about the test administration.

Administration Schedule

The 2011–12 WAA-SwD test administration window opened on October 24, 2011 and closed on November 25, 2011. Test administrators were allowed to schedule the assessment for any time during the administration window. Administrators were advised that testing sessions were to occur at times when the students were most alert and responsive and that students were to be given as much time as needed to complete the test.

Accommodations

Accommodations were allowed for individual students participating in the WAA-SwD, provided accommodations were both documented in a current IEP and used during routine instruction. When making decisions on accommodations for the WAA-SwD, IEP teams were directed to refer to the Assessment Matrix (found at <http://dpi.wi.gov/oea/waa.html#accomd>). Test administrators were to indicate on the Student Assessment Report, located on the back cover of the student answer document, which accommodations were used by each student.⁷ The following accommodation information is collected on the Student Assessment Report:

Type of Accommodation

- Used translation
- Signed test questions and content to student
- Used Braille
- Used assistive device (e.g., text-talker, adaptive keyboard, picture symbols)
- Used objects or manipulatives
- Used another DPI-approved accommodation

Information about the use of accommodations within the context of the WAA-SwD administration can be found in Tables 7–9 and in Figures 3–5, where it is evident that the majority of students, in all grade levels and content areas, required no additional accommodations in order to participate in the WAA-SwD assessment.

Scoring

A scoring rubric was applied to all student responses in the reading, mathematics, and science content areas. A copy of the rubric appears in Table 14. The rubric differs for SR and CR items. For SR items, responses are classified as either correct (1 point) or incorrect (0 points). For CR items, each item is classified with either 2 or 3 maximum points for a correct response. For 3-point CR items, there is one correct response (3 points), one response that is partially correct but contains some errors (2 points), one response that is less partially correct and contains more errors (1 point), and an incorrect response (0 points).⁸ For 2-point CR items, there is one correct response (2 points), one response that is partially correct but contains some errors (1 point), and an incorrect response (0 points).

⁷ It is important to note that more than one accommodation may be indicated for a student, as such, sample sizes are not necessarily equal to the total sample size, and percentages may not sum to 100%.

⁸ There is one 3-point CR item appearing in grade 10 science.

For all items, test administrators recorded student responses on a scannable answer document. The documents were then sent to be scanned, and the scoring system utilized the scanned data to score each item.

All answer documents for students who participated in the administration were scored. However, specific validation and logic rules were applied to the data to assure each student's score (and the overall reporting) was based on valid item responses. It is critical that the information reported is trustworthy and valid. As such, there are instances in which a student's answer document is deemed to be invalid for reporting. The goal is to include as many answer documents and students in scoring and reporting as possible. The WAA-SwD is designed on the premise of inclusion of a maximum number of students. However, there are several reasons why answer documents may be deemed invalid. The answer document itself can be marked as invalid in two ways: 1) if the parent opts out by requesting that a bubble be marked on the student's answer document,⁹ or 2) if the test administrator makes multiple marks on all five of the first five items in a content area.¹⁰ Answer documents are also deemed to be invalid when there are no valid responses for any of the items within a content area. Any item with a single answer clearly marked is deemed to be valid; invalid responses occur when no response option is marked or multiple response options are marked for the same item.

Table 15 shows information regarding the answer documents deemed to be invalid for scoring and reporting. It is seen in Table 15 that, in general, reading had the fewest answer documents deemed invalid. The average percentage of invalid answer documents across all grades was 1.64% for reading, 1.79% for mathematics, and 2.27% for science. It is evident that the teachers did not frequently employ the multiple marking of the first five items in a content area in order to invalidate the answer documents. The invalidation due to multiple marking of the items was found for no more than two answer documents for each content area and grade. This is equally true for parental opt-out, where across all grades and content areas fewer than 1.40% of answer documents were marked with a parental opt-out. Overall, reading grade 5 had the smallest percentage of total invalid answer documents (invalid for any reason including multiple marking and parental opt-out) at 1.58%, while science grade 4 had the largest percentage at 2.74%.

Standard Setting

Student performance on the assessment is described in terms of performance levels. The purpose of setting standards on a test is to enhance its validity by increasing the interpretability of students' scores. A standard setting workshop was held in Madison, Wisconsin, April 1–4, 2008. The purpose of the standard setting was to identify cut scores that separate students into four performance levels: *WAA-SwD Minimal Performance*, *WAA-SwD Basic*, *WAA-SwD Proficient*, and *WAA-SwD Advanced*, with *WAA-SwD Advanced* representing the highest level of achievement.

The standard setting was divided into two phases. In the first phase of the standard setting, a committee of educators from across the state of Wisconsin was convened to engage in a profile sorting study (Jaeger, 1995). During the WAA-SwD Profile Sorting Workshop, participants examined scored response vectors (student profiles) and classified them into the four performance levels in accordance with the alternate assessment achievement descriptors. In the second phase of the standard setting, a subset of participants from the profile sorting

⁹ Parental opt-out is when the student's parent indicates to the school that the student may not be tested.

¹⁰ The multiple marking of bubbles mimics a rule employed with the WKCE assessment, such that a teacher can invalidate a student's answer document.

workshop was convened for a synthesis discussion. The participants identified trends in data and made suggestions to revise the original recommendations in order to provide consistent cut scores between grades. Following this second phase, staff from the DPI and the TAC reviewed the proposed cut scores and associated impact data and further refined the recommendations to promote cross-grade articulation. The Superintendent of Public Instruction reviewed this and earlier recommendations and approved the recommendations from the DPI staff and the TAC.

A complete description of the standard setting for the WAA-SwD reading, mathematics, and science content areas is found in the *2007–08 Wisconsin Alternate Assessment for Students with Disabilities Profile Sorting Standard Setting Technical Report* available from the DPI. More information about the cut scores and impact data can be found later in this report in the Performance Level Data section under Analyses and Results.

Analyses and Results

This section describes the item and total-test level statistics. Due to the small sample sizes at each grade and the test design, only raw score statistics are calculated. These include raw scores at the total-test level and at each standard. No test scaling or equating of test scores within or across assessment years is conducted.

Item Level Statistics

Each test was reviewed in terms of classical raw score statistics. Each item's p -value (proportion of students choosing the correct answer for SR items and the average proportion of the maximum score that students earned on each CR item) and item-total test correlation (how correlated a score each individual item is with the total test score), and each CR item's frequency distribution (number of students at each score level) were reviewed.

Typically, p -values range between 0.30 and 0.90. Items with p -values less than 0.30 are considered difficult, as fewer than 30% of the students are providing the correct answer, while greater than 0.90 indicates an easy item, as more than 90% of the students are providing the correct answer. Items with p -values less than 0.30 should be reviewed to ensure the difficulty is not due to a content or format problem within the item. Items with a p -value above 0.90 should be reviewed to ensure the item provides additive information about students' skills. If the items are too easy, items that better discriminate between students who do or do not have certain skills typically replace them. These approaches make for efficient use of test length. There were four operational WAA-SwD items within the 2011–12 administration with p -values greater than 0.90.¹¹ There were two operational WAA-SwD items within the 2011–12 administration with p -values less than 0.30.¹² The p -values across all grades and content areas were within the boundaries generally considered to be acceptable. Table 22 illustrates summative information for the items in terms of p -values and item-total test correlations by grade level and content area.

Statistics for the individual items are presented in Tables 19–21 for reading, mathematics, and science, respectively. These tables also illustrate the performance of common items that appear across and within grade bands to compare the performance of the same item when administered at different grade levels. The items were designed such that items appearing at two grade levels would be more difficult at the lower grade level and easier at the higher grade

¹¹ Reading grade 3, item 24 has a p -value of 0.93. Reading grade 10, item 20 has a p -value of 0.91. Mathematics grade 6, items 1 and 3 both have p -values of 0.90.

¹² Mathematics grade 7, item 19 has a p -value of 0.26. Mathematics grade 8, item 15 has a p -value of 0.30.

level. As such, any items with equal difficulty or that are more difficult at the higher grade level should be carefully examined.

Acceptable item-total test correlations are usually in the range of 0.30 and above, where 0.15 is generally considered a critical cut-off. Statistics for the individual items are presented in Tables 19–21 for reading, mathematics, and science, respectively. It is likely that the relatively low variance and relatively flat distributions contributed to the item-total test correlations. (See Tables 27–29 and Figures 18–20 for frequency distributions of scores.) The item-total test correlations were generally within acceptable ranges. Across all content areas and grade levels, there were just ten items with item-total test correlations less than 0.30, and there were no items with item-total test correlations below the critical threshold of 0.15. These items underwent a careful review, ultimately being deemed appropriate for the WAA-SwD assessment even though the item-total test correlations values were low. Of the ten items with item-total test correlations lower than 0.30, one of these was a grade 3 reading item; item 10 had a p -value of 0.57 and an item-total test correlation of 0.28. The other reading item was a grade 10 item; item 5 had a p -value of 0.51 and an item-total test correlation of 0.23. There were seven mathematics items with low item-total test correlations, one each in grades 5, 6, and 7, with two each in grades 8 and 10. Item 11 in grade 5 had a p -value of 0.52 and an item-total test correlation of 0.27. Item 11 in grade 6 had a p -value of 0.53 and an item-total test correlation of 0.28. Item 19 in grade 7 had a p -value of 0.26 and an item-total test correlation of 0.29. Item 15 in grade 8 had a p -value of 0.30 and an item-total test correlation of 0.21. Item 23 in grade 8 had a p -value of 0.39 and an item-total test correlation of 0.26. Item 17 in grade 10 had a p -value of 0.39 and an item-total test correlation of 0.22. Item 29 in grade 10 had a p -value of 0.38 and an item-total test correlation of 0.27. The tenth item was in science, item 14 in grade 10, with a p -value of 0.55 and an item-total test correlation of 0.23.

The frequency distributions for CR items are found in Tables 16–18 for reading, mathematics, and science, respectively. In general, across content areas, the greatest percentage of students received full credit (2 or 3 points) on the CR items. However, there were three mathematics items in which the largest response percentage was associated with no credit as opposed to full credit, one item each in grades 4, 6, and 7. Further there was one mathematics item in grade 10 where more students earned one point as opposed to two or zero points.

Reading

Table 19 illustrates both the p -values and item-total test correlations for the reading items.

- *P*-values
 - Range: 0.37 (grade 7) to 0.93 (grade 3)
 - Mean: 0.69 (grade 8) to 0.73 (grade 4)
- Item-Total Test Correlations
 - Range: 0.23 (grade 10) to 0.83 (grade 5)
 - Mean: 0.58 (grade 3) to 0.66 (grade 8)
- Shared/Common Items
 - There were 42 shared items in reading; of these, ten items or 24% of the shared items, had equal or greater difficulty in the upper grade.
 - Nine items were equally or 0.01 more difficult in the upper grade
 - Three items administered in grades 3 and 4 were equally or more difficult in grade 4

- One item administered in grades 5 and 6 was equally or more difficult in grade 6
- Five items administered in grades 7 and 8 were equally or more difficult in grade 8
- One was 0.02 more difficult in the upper grade
 - One item administered in grades 7 and 8 was more difficult in grade 8

Mathematics

Table 20 illustrates both the p -values and item-total test correlations for the mathematics items.

- *P*-values
 - Range: 0.26 (grade 7) to 0.90 (grade 6)¹³
 - Mean: 0.61 (grade 10) to 0.70 (grade 6)
- Item-Total Test Correlations
 - Range: 0.21 (grade 8) to 0.83 (grade 8)
 - Mean: 0.54 (grade 10) to 0.62 (grade 8)
- Shared/Common Items
 - There were 46 shared items in mathematics; of these, eleven items, or 24% of the shared items, had equal or greater difficulty in the upper grade.
 - Ten were equally or 0.01 more difficult in the upper grade
 - Three items administered in grades 3 and 4 were equally or more difficult in grade 4
 - One item administered in grades 4 and 5 was equally or more difficult in grade 5
 - One item administered in grades 5 and 6 was equally or more difficult in grade 6
 - Five items administered in grades 7 and 8 were equally or more difficult in grade 8
 - One was 0.02 more difficult in the upper grade
 - One item administered in grades 7 and 8 was more difficult in grade 8

Science

Table 21 illustrates both the p -values and item-total test correlations for the science items; there were no shared items across grades in science.

- *P*-values
 - Range: 0.43 (grade 4) to 0.90 (grade 10)
 - Mean: 0.75 (grade 4) to 0.80 (grade 10)
- Item-Total Test Correlations
 - Range: 0.23 (grade 10) to 0.82 (grade 8)¹⁴
 - Mean: 0.68 (grade 10) to 0.71 (grade 8)

¹³ There are three values of 0.90; however, the grade 6 value of 0.904 is higher.

¹⁴ There are two values of 0.82; however, the grade 8 value of 0.823 is higher.

Extended Grade Band Standards Level Statistics

Student performance on individual Extended Grade Band Standards is reported in terms of the percentage of items within each standard that students answer correctly. This proportion can be considered an average p -value across items within a specific standard. P -values for the standards can also be evaluated based on balanced difficulty across the standards. To illustrate the level of difficulty by standard, standards at each grade are ranked according to the proportion of students responding correctly to items within each standard. This type of analysis also shows the most difficult standards for the tested population. The results of the rankings for the 2011–12 forms in reading, mathematics, and science are found in Tables 23–25 respectively. In general, mean p -values by standard range from 0.51 (grade 3 mathematics, Statistics/Probability) to 0.85 (grade 10 science, Science Connections and the Nature of Science), demonstrating a balance of difficulty across the standards.

Reading

The results for reading are in Table 23.

- Most difficult standard
 - Grade 3—Understands Text (mean p -value = 0.62)
 - Grade 4—Analyzes Text (mean p -value = 0.64)
 - Grade 5—Evaluates/Extends Text (mean p -value = 0.68)
 - Grade 6—Evaluates/Extends Text (mean p -value = 0.63)
 - Grade 7—Understands Text/Analyzes Text (mean p -value = 0.64)
 - Grade 8—Understands Text/Analyzes Text (mean p -value = 0.66)
 - Grade 10—Evaluates/Extends Text (mean p -value = 0.67)
- Least difficult standard
 - Grade 3—Determines Meaning (mean p -value = 0.80)
 - Grade 4—Evaluates/Extends Text (mean p -value = 0.84)
 - Grade 5—Understands Text (mean p -value = 0.75)
 - Grade 6—Understands Text (mean p -value = 0.77)
 - Grade 7—Determines Meaning (mean p -value = 0.72)
 - Grade 8—Determines Meaning (mean p -value = 0.72)
 - Grade 10—Determines Meaning (mean p -value = 0.77)

Mathematics

The results for mathematics are in Table 24.

- Most difficult standard
 - Grade 3—Statistics/Probability (mean p -value = 0.51)
 - Grade 4—Statistics/Probability (mean p -value = 0.59)
 - Grade 5—Statistics/Probability (mean p -value = 0.59)
 - Grade 6—Number Operations and Relationships (mean p -value = 0.63)
 - Grade 7—Statistics/Probability (mean p -value = 0.59)
 - Grade 8—Number Operations and Relationships (mean p -value = 0.55)
 - Grade 10—Geometry (mean p -value = 0.56)

- Least difficult standard
 - Grade 3—Measurement (mean p -value = 0.77)
 - Grade 4—Algebraic Relationships (mean p -value = 0.72)
 - Grade 5—Measurement (mean p -value = 0.81)
 - Grade 6—Measurement (mean p -value = 0.78)
 - Grade 7—Algebraic Relationships (mean p -value = 0.72)
 - Grade 8—Geometry (mean p -value = 0.67)
 - Grade 10—Algebraic Relationships¹⁵ (mean p -value = 0.65)

Science

The results for science are in Table 25.

- Most difficult standard
 - Grade 4—Science Connections and the Nature of Science (mean p -value = 0.70)
 - Grade 8—Science Inquiry (mean p -value = 0.70)
 - Grade 10—Earth and Space (mean p -value = 0.76)
- Least difficult standard
 - Grade 4—Life and Environment¹⁶ (mean p -value = 0.79)
 - Grade 8—Science Connections and the Nature of Science (mean p -value = 0.84)
 - Grade 10—Science Connections and the Nature of Science (mean p -value = 0.85)

Total-Test Level Statistics

Student performance is described in different ways, including total raw scores, performance on specific content standards, and performance levels (the documentation of which is described in detail in the *2007–08 Wisconsin Alternate Assessment for Students with Disabilities Profile Sorting Standard Setting Technical Report* available from the DPI). The maximum number of points per grade and content area varies across grades and across content areas. The number of items and points by content area and standard can be found in Tables 10–12 for reading, mathematics, and science, respectively. The raw score performance statistics by grade and content area for the total group are found in Table 26, as well as Tables 1–3 where they are further disaggregated by gender, ethnicity, English language proficiency, and socioeconomic status.

It is seen in Figures 6–8 that males slightly outperformed females, based upon mean scores, in all grades and content areas, with the exception of reading grade 5 where the mean score for females was 21.59 while for males it was 21.51. Figures 9–11 illustrate by content area the differences in mean raw scores across ethnicities. Specifically, the figures show that there was variation related to the student ethnicity with the highest mean score across grades and content areas. American Indian/Alaska Native and Black (not of Hispanic origin) students tended to

¹⁵ There are two standards with 0.65 as the mean p -value; however, the Algebraic Relationships value of 0.654 is higher.

¹⁶ There are two standards with 0.79 as the mean p -value; however, the Life and Environment value of 0.789 is higher.

have the highest mean scores in reading and mathematics. In science there was more variation, with American Indian/Alaska Native students having the highest mean score in grade 4, Black (not of Hispanic origin) students having the highest mean score in grade 8, and Hispanic students having the highest mean score in grade 10.

Figures 12–14 illustrate the mean raw score differences based upon English language proficiency. Students were classified as either English language proficient or as English language learners. English language proficient students include students who were formerly English language learners and were now proficient in the English language, as well as students who were fully English language proficient and were never classified as English language learners. In general, students classified as English language learners had higher mean scores than English language proficient students; exceptions to this were for reading, grades 3–5 and 7, mathematics, grades 3 and 4, and science, grade 4. This result is likely an artifact of the extremely small percentage of the population comprising the English language learner subgroup. Just 4.19% (grade 4 reading) to 9.24% (grade 3 mathematics) of the total sample were classified as English language learners.

Figures 15–17 illustrate the differences in mean raw scores between economically disadvantaged and not economically disadvantaged students. Across all grade levels and content areas, economically disadvantaged students had higher mean scores than not economically disadvantaged students.

Tables 4–6 provide descriptive statistics for the WAA-SwD on the basis of the primary disability for students. This text summary provides information only for those groups with sample sizes greater than 100; this is done to help ensure generalizability of the findings. Across all content areas there were just three disability categories with more than 100 students: Autism, Cognitive Disability, and Other Health Impairment. Other Health Impairment had 99 students in grade 5, and just 62 (or 61) students in grade 10; as such we will include Other Health Impairment within this discussion, with the exception of grade 10. The Other Health Impairment subgroup had higher mean scores as compared to the Autistic and Cognitive Disability students at all grade levels and for all content areas, with the exception of grade 4 where the Cognitive Disability subgroup had the highest mean scores for all content areas.

Tables 7–9 provide descriptive statistics on the additional accommodations provided to students for the WAA-SwD assessment.¹⁷ As previously noted and illustrated in Figures 3–5, the majority of students, over 73%, received no additional accommodations on the WAA-SwD assessment. As such, the remaining subgroups were small, comprising less than 27% of the total population of students assessed with the WAA-SwD, and caution should be taken in the interpretation of the findings related to these subgroups.

The distribution of student scores is another important indicator of the overall test performance. One way to look at this is to evaluate the number of students earning the maximum possible total raw score (the ceiling) and those earning no points (the floor). The number of students at the maximum and minimum raw scores is found in Tables 1–9 and 26. Another way of looking at this is to view the distribution of students across the raw score scale. Raw score frequency distributions are found in Tables 27–29 and are illustrated in Figures 18–20. The tables and figures illustrate that, for the total group, approximately the same percentage of students across content areas and grade levels received the minimum score, ranging from 3.64% (grade 6 mathematics) to 7.18% (grade 8 mathematics). There was more spread in the percentage of students receiving the maximum score, ranging from 0.90% (grade 10 mathematics) to 14.19%

¹⁷ It is important to note that more than one accommodation may be indicated for a student; as such, sample sizes are not necessarily equal to the total sample size, and percentages may not sum to 100%.

(grade 4 science). Reading and science both exhibited a slight negative skew to their distributions. Mathematics exhibited a flatter distribution as compared to reading and science, though there was still a slight negative skew.

Reading

Reading results are presented in Table 1 and Figure 6 (gender), Table 1 and Figure 9 (ethnicity), Table 1 and Figure 12 (English language proficiency), Table 1 and Figure 15 (socioeconomic status), Table 4 (primary disability), Table 7 (additional accommodations), and Table 26 (total group). For reference, the reading test had 30 possible points, with the exception of grade 7 which had 31 possible points.

- Total Group
 - Range for percentage of students earning the minimum score: 3.84% (grade 5) to 7.17% (grade 8)
 - Range for percentage of students earning the maximum score: 2.15% (grade 3) to 9.90% (grade 4)
 - Slight negative skew of score distribution observed
- Gender
 - Males slightly outperformed females based on mean scores at all grade levels, with the exception of grade 5.
- Ethnicity
 - Differences in mean scores within grades range from approximately 1 to 9 points across all ethnic groups.
 - Greatest difference in mean scores is 8.79 points between American Indian/Alaska Native and Hispanic students in grade 4.
 - Highest mean score by grade:
 - American Indian/Alaska Native students in grades 3, 4, and 7
 - Black (not of Hispanic origin) students in grades 5 and 6
 - Hispanic students in grades 8 and 10
- English Language Proficiency
 - Differences in mean scores between English language proficient and not English language proficient subgroups range from 0.13 (grade 3) to 1.56 (grade 8).
 - Higher mean score by grade is for:
 - English Language Proficient in grades 3-5, and 7
 - Not English Language Proficient in grades 6, 8, and 10
- Socioeconomic Status
 - Differences in mean scores between economically disadvantaged and not economically disadvantaged students range from 1.39 (grade 3) to 4.53 (grade 7).
 - Economically disadvantaged students have higher mean scores than not economically disadvantaged students at all grade levels.
- Primary Disability (only groups with more than approximately 100 students)
 - The Other Health Impairment subgroup had the highest mean scores across all grades, with the exception of grade 4 where the Cognitive Disability subgroup had the highest mean score.

- Additional Accommodations
 - Mean raw score for students receiving no additional accommodations was higher than for any group receiving additional accommodations for all grades, with the exception of grade 8, where the mean was higher for students using another DPI-approved accommodation.

Mathematics

Mathematics results are presented in Table 2 and Figure 7 (gender), Table 2 and Figure 10 (ethnicity), Table 2 and Figure 13 (English language proficiency), Table 2 and Figure 16 (socioeconomic status), Table 5 (primary disability), Table 8 (additional accommodations), and Table 26 (total group). For reference the mathematics test had 34 possible points at all grade levels.

- Total Group
 - Range for percentage of students earning the minimum score: 3.64% (grade 6) to 7.18% (grade 8)
 - Range for percentage of students earning the maximum score: 0.90% (grade 10) to 3.30% (grade 6)
 - Slight negative skew of score distribution observed
- Gender
 - Males slightly outperformed females based on mean scores at all grade levels.
- Ethnicity
 - Differences in mean scores within grades range from approximately 2 to 9 points across all ethnic groups.
 - Greatest difference in mean scores is 8.44 points between American Indian/Alaska Native and Hispanic students in grade 4.
 - Highest mean score by grade:
 - American Indian/Alaska Native students in grades 3, 4, 5, 7, and 8
 - Black (not of Hispanic origin) students in grade 6
 - Hispanic students in grade 10
- English Language Proficiency
 - Differences in mean scores between English language proficient and not English language proficient subgroups range from 0.13 (grade 3) to 3.26 (grade 8).
 - Higher mean score by grade is for:
 - English Language Proficient in grades 3 and 4
 - Not English Language Proficient in grades 5–8 and 10
- Socioeconomic Status
 - Differences in mean scores between economically disadvantaged and not economically disadvantaged students range from 2.21 (grade 3) to 4.79 (grade 7).
 - Economically disadvantaged students have higher mean scores than not economically disadvantaged students at all grade levels.

- Primary Disability (only groups with more than approximately 100 students)
 - The Other Health Impairment subgroup had the highest mean scores across all grades, with the exception of grade 4 where the Cognitive Disability subgroup had the highest mean score.
- Additional Accommodations
 - Mean raw score for students receiving no additional accommodations was higher than for any group receiving additional accommodations for all grades, with the exception of grade 8 where the mean was higher for students using another DPI-approved accommodation.

Science

Science results are presented in Table 3 and Figure 8 (gender), Table 3 and Figure 11 (ethnicity), Table 3 and Figure 14 (English language proficiency), Table 3 and Figure 17 (socioeconomic status), Table 6 (primary disability), Table 9 (additional accommodations), and Table 26 (total group). For reference the science test had 37 possible points at grade 4, and 39 possible points at grades 8 and 10.

- Total Group
 - Range for percentage of students earning the minimum score: 5.01% (grade 10) to 6.69% (grade 8)
 - Range for percentage of students earning the maximum score: 11.03% (grade 8) to 14.19% (grade 4)
 - Slight negative skew of score distribution observed.
- Gender
 - Males slightly outperformed females based on mean scores at all grade levels.
- Ethnicity
 - Differences in mean scores within grades range from approximately 3 to 9 points across all ethnic groups.
 - Greatest difference in mean scores is 8.82 points between American Indian/Alaska Native and Hispanic students in grade 4.
 - Highest mean score by grade:
 - American Indian/Alaska Native students in grade 4
 - Black (not of Hispanic Origin) students in grade 8
 - Hispanic students in grade 10
- English Language Proficiency
 - Differences in mean scores between English language proficient and not English language proficient subgroups range from 1.46 (grade 4) to 3.67 (grade 8).
 - Higher mean score by grade is for:
 - English Language Proficient in grade 4
 - Not English Language Proficient in grades 8 and 10
- Socioeconomic Status
 - Differences in mean scores between economically disadvantaged and not economically disadvantaged students range from 3.86 (grade 4) to 4.93 (grade 8).

- Economically disadvantaged students have higher mean scores than not economically disadvantaged students at all grade levels.
- Primary Disability (only groups with more than approximately 100 students)
 - Cognitive Disability subgroup had the highest mean scores in grade 4, while Other Health Impairment had the highest mean score in grade 8.
- Additional Accommodations
 - Mean raw score for students receiving no additional accommodations was higher than for any group receiving additional accommodations for all grades, with the exception of grade 8 where the mean was higher for students using another DPI-approved accommodation.

Performance Level Data

Table 30 details the final cut scores for each performance level by grade and content area along with the associated impact data (percentages of students in each performance level). To view the impact data in graphical form, refer to Figures 21–23. The combination of the two highest performance levels, *WAA-SwD Proficient* and *WAA-SwD Advanced*, is shown in Figure 24, as well as in Table 30. Across all content areas, the combined percentage of students in the two highest performance levels ranges from 62% (grade 7 reading) to 80% (grade 10 science).

Tables 31–33 detail the impact data for the total group by grade level and content area, as well as the subgroups of gender, ethnicity, English language proficiency status, and socioeconomic status. In general, a greater percentage of males are classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* as compared to females. The exceptions to this are for grades 3, 5, 7, and 10 reading. When reviewing the data on the basis of English language proficiency, it is seen that there is nearly an even divide for the performance of students who were or were not English language proficient. At the lower grades English language proficient students have a greater percentage of classification as *WAA-SwD Proficient* and *WAA-SwD Advanced*. Above grade 5, with the exception of grade 7 reading, a greater percentage of not English language proficient students are classified as *WAA-SwD Proficient* and *WAA-SwD Advanced*. When reviewing the data on the basis of socioeconomic status, it is seen that across all content areas and grade levels there are more economically disadvantaged students classified as *WAA-SwD Proficient* and *WAA-SwD Advanced* as compared to not economically disadvantaged students.

Tables 34–36 detail the impact data by grade level and content area for students' primary disability. These tables provide a much more detailed breakdown of the impact data. This text summary provides information for only those groups with sample sizes approximately greater than 100; this is done to help ensure generalizability of the findings. Across all content areas, there were only three disability categories with more than 100 students: Autism, Cognitive Disability, and Other Health Impairment.

Tables 37–39 detail the impact data by grade level and content area for the accommodations provided to test takers. As previously noted, the majority of students, over 73%, received no additional accommodations on the WAA-SwD assessment.

Reading

Reading results are presented in Table 30 (overall by grade), Table 31 (gender, ethnicity, English language proficiency, and socioeconomic status), Table 34 (primary disability), and Table 37 (additional accommodations).

- Total Group
 - WAA-SwD *Minimal Performance* ranges from 8.17% (grade 6) to 12.00% (grade 7).
 - WAA-SwD *Basic* ranges from 17.93% (grade 10) to 26.37% (grade 7).
 - WAA-SwD *Proficient* ranges from 19.60% (grade 7) to 39.00% (grade 4).
 - WAA-SwD *Advanced* ranges from 26.43% (grade 4) to 42.04% (grade 7).
 - WAA-SwD *Proficient* and WAA-SwD *Advanced* combined ranges from 61.64% (grade 7) to 72.86% (grade 10).
- Gender
 - WAA-SwD *Minimal Performance* ranges from 7.41% (males grade 6) to 15.52% (females grade 8).
 - WAA-SwD *Basic* ranges from 12.89% (females grade 10) to 27.03% (males grade 7).
 - WAA-SwD *Proficient* ranges from 16.90% (females grade 8) to 41.18% (females grade 4).
 - WAA-SwD *Advanced* ranges from 23.53% (females grade 4) to 42.76% (females grade 8).
 - WAA-SwD *Proficient* and WAA-SwD *Advanced* combined ranges from 59.66% (females grade 8) to 75.26% (females grade 10).
- Ethnicity
 - WAA-SwD *Minimal Performance* ranges from 0% (American Indian/Alaska Native grades 4 and 7) to 21.43% (American Indian/Alaska Native grade 6).
 - WAA-SwD *Basic* ranges from 6.67% (American Indian/Alaska Native grade 4) to 44.44% (Asian/Pacific Islander grade 7).
 - WAA-SwD *Proficient* ranges from 11.77% (American Indian/Alaska Native grade 8) to 47.06% (American Indian/Alaska Native grade 5).
 - WAA-SwD *Advanced* ranges from 16.67% (Hispanic grade 4 and Asian/Pacific Islander grade 7) to 57.14% (American Indian/Alaska Native grade 7).
 - WAA-SwD *Proficient* and WAA-SwD *Advanced* combined ranges from 42.42% (Hispanic grade 4) to 93.33% (American Indian/Alaska Native grade 4).
- English Language Proficiency
 - WAA-SwD *Minimal Performance* ranges from 0% (not English language proficient grade 10) to 14.09% (not English language proficient grade 3).
 - WAA-SwD *Basic* ranges from 17.37% (English language proficient grade 10) to 44.44% (not English language proficient grade 4).
 - WAA-SwD *Proficient* ranges from 19.38% (English language proficient grade 7) to 40.00% (not English language proficient grade 8).
 - WAA-SwD *Advanced* ranges from 22.22% (not English language proficient grade 4) to 42.50% (English language proficient grade 7).
 - WAA-SwD *Proficient* and WAA-SwD *Advanced* combined ranges from 47.22% (not English language proficient grade 4) to 74.00% (not English language proficient grade 10).

- Socioeconomic Status
 - *WAA-SwD Minimal Performance* ranges from 5.83% (economically disadvantaged grade 10) to 18.54% (not economically disadvantaged grade 7).
 - *WAA-SwD Basic* ranges from 14.81% (economically disadvantaged grade 10) to 34.04% (not economically disadvantaged grade 7).
 - *WAA-SwD Proficient* ranges from 18.54% (not economically disadvantaged grade 7) to 40.54% (not economically disadvantaged grade 4).
 - *WAA-SwD Advanced* ranges from 19.22% (not economically disadvantaged grade 4) to 50.49% (economically disadvantaged grade 7).
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 47.42% (not economically disadvantaged grade 7) to 79.37% (economically disadvantaged grade 10).
- Primary Disability
 - *WAA-SwD Minimal Performance* ranges from 7.00% (Other Health Impairment grade 6) to 20.00% (Other Health Impairment grade 4).
 - *WAA-SwD Basic* ranges from 12.00% (Other Health Impairment grade 6) to 42.18% (Autism grade 8).
 - *WAA-SwD Proficient* ranges from 13.16% (Other Health Impairment grade 7) to 45.38% (Cognitive Disability grade 3).
 - *WAA-SwD Advanced* ranges from 18.50% (Autism grade 6) to 59.65% (Other Health Impairment grade 7).
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 45.58% (Autism grade 8) to 81.00% (Other Health Impairment grade 6).
- Additional Accommodations
 - *WAA-SwD Minimal Performance* ranges from 4.35% (used another DPI-approved accommodation grade 8) to 50.00% (used objects or manipulatives grade 8).
 - *WAA-SwD Basic* ranges from 17.04% (no accommodation used grade 10) to 55.00% (used assistive device grade 5).
 - *WAA-SwD Proficient* ranges from 5.71% (used assistive device grade 7) to 42.64% (used another DPI-approved accommodation grade 3).
 - *WAA-SwD Advanced* ranges from 0% (used objects or manipulatives grades 4 and 10 and used assistive device grade 4) to 45.46% (no accommodation used grade 7).
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 8.57% (used assistive device grade 7) to 75.19% (no accommodation used grade 10).

Mathematics

Mathematics results are presented in Table 30 (overall by grade), Table 32 (gender, ethnicity, English language proficiency, and socioeconomic status), Table 35 (primary disability), and Table 38 (additional accommodations).

- Total Group
 - *WAA-SwD Minimal Performance* ranges from 8.73% (grade 3) to 12.50% (grade 8).
 - *WAA-SwD Basic* ranges from 15.00% (grade 6) to 22.66% (grade 10).

- *WAA-SwD Proficient* ranges from 31.35% (grade 5) to 39.11% (grade 3).
- *WAA-SwD Advanced* ranges from 33.16% (grade 10) to 41.88% (grade 5).
- *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 67.82% (grade 8) to 74.89% (grade 6).
- Gender
 - *WAA-SwD Minimal Performance* ranges from 7.33% (males grade 10) to 17.59% (females grade 8).
 - *WAA-SwD Basic* ranges from 13.30% (males grade 6) to 24.03% (males grade 10).
 - *WAA-SwD Proficient* ranges from 28.20% (males grade 5) to 41.81% (females grade 10).
 - *WAA-SwD Advanced* ranges from 26.48% (females grade 10) to 45.49% (males grade 5).
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 62.41% (females grade 8) to 77.20% (males grade 6).
- Ethnicity
 - *WAA-SwD Minimal Performance* ranges from 0.00% (American Indian/Alaska Native grades 4 and 10) to 18.18% (Asian/Pacific Islander grade 8).
 - *WAA-SwD Basic* ranges from 5.88% (American Indian/Alaska Native grade 5) to 50.00% (American Indian/Alaska Native grade 10).
 - *WAA-SwD Proficient* ranges from 7.14% (American Indian/Alaska Native grade 10) to 55.56% (Asian/Pacific Islander grade 7).
 - *WAA-SwD Advanced* ranges from 12.12% (Asian/Pacific Islander grade 8) to 60.00% (American Indian/Alaska Native grade 4).
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 50.00% (Asian/Pacific Islander grade 5 and American Indian/Alaska Native grade 10) to 93.33% (American Indian/Alaska Native grade 4).
- English Language Proficiency
 - *WAA-SwD Minimal Performance* ranges from 0% (not English language proficient grades 8 and 10) to 13.24% (English language proficient grade 8).
 - *WAA-SwD Basic* ranges from 7.14% (not English language proficient grade 7) to 28.57% (not English language proficient grade 5).
 - *WAA-SwD Proficient* ranges from 30.14% (not English language proficient grade 3) to 57.78% (not English language proficient grade 8).
 - *WAA-SwD Advanced* ranges from 26.67% (not English language proficient grade 8) to 42.35% (English language proficient grade 5).
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 63.89% (not English language proficient grade 4) to 84.44% (not English language proficient grade 8).
- Socioeconomic Status
 - *WAA-SwD Minimal Performance* ranges from 5.10% (economically disadvantaged grade 10) to 18.61% (not economically disadvantaged grade 8).
 - *WAA-SwD Basic* ranges from 11.83% (economically disadvantaged grade 6) to 26.83% (not economically disadvantaged grade 10).

- *WAA-SwD Proficient* ranges from 27.98% (economically disadvantaged grade 5) to 40.27% (not economically disadvantaged grade 3).
- *WAA-SwD Advanced* ranges from 23.48% (not economically disadvantaged grade 7) to 51.03% (economically disadvantaged grade 5).
- *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 56.67% (not economically disadvantaged grade 8) to 79.73% (economically disadvantaged grade 7).
- Primary Disability
 - *WAA-SwD Minimal Performance* ranges from 8.08% (Other Health Impairment grade 5) to 17.69% (Other Health Impairment grade 4).
 - *WAA-SwD Basic* ranges from 7.02% (Other Health Impairment grade 7) to 35.62% (Autism grade 8).
 - *WAA-SwD Proficient* ranges from 25.39% (Other Health Impairment grade 4) to 44.97% (Autism grade 7).
 - *WAA-SwD Advanced* ranges from 19.46% (Autism grade 7) to 54.00% (Other Health Impairment grade 6).
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 52.74% (Autism grade 8) to 82.00% (Other Health Impairment grade 6).
- Additional Accommodations
 - *WAA-SwD Minimal Performance* ranges from 0% (used translation grade 5) to 45.83% (used assistive device grade 10).
 - *WAA-SwD Basic* ranges from 13.34% (no accommodation used grade 6) to 70.00% (used translation grade 5).
 - *WAA-SwD Proficient* ranges from 10.00% (used translation grades 3 and 5) to 54.17% (used assistive device grade 4).
 - *WAA-SwD Advanced* ranges from 0% (used assistive device grades 4, 5, 7, and 10) to 44.98% (no accommodation used grade 5).
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 25.00% (used assistive device grade 10) to 77.62% (no accommodation used grade 6).

Science

Science results are presented in Table 30 (overall by grade), Table 33 (gender, ethnicity, English language proficiency, and socioeconomic status), Table 36 (primary disability), and Table 39 (additional accommodations).

- Total Group
 - *WAA-SwD Minimal Performance* ranges from 8.22% (grade 10) to 15.01% (grade 4).
 - *WAA-SwD Basic* ranges from 9.29% (grade 8) to 11.68% (grade 10).
 - *WAA-SwD Proficient* ranges from 14.51% (grade 10) to 22.43% (grade 8).
 - *WAA-SwD Advanced* ranges from 54.87% (grade 4) to 65.60% (grade 10).
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 74.21% (grade 4) to 80.10% (grade 10).

- Gender
 - *WAA-SwD Minimal Performance* ranges from 6.54% (males grade 10) to 17.76% (females grade 4).
 - *WAA-SwD Basic* ranges from 8.69% (males grade 8) to 13.09% (males grade 10).
 - *WAA-SwD Proficient* ranges from 12.89% (females grade 10) to 23.36% (males grade 8).
 - *WAA-SwD Advanced* ranges from 50.66% (females grade 4) to 66.55% (females grade 10).
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 71.71% (females grade 4) to 81.08% (males grade 8).
- Ethnicity
 - *WAA-SwD Minimal Performance* ranges from 5.00% (Black [not of Hispanic origin] grade 10) to 22.73% (Hispanic grade 4).
 - *WAA-SwD Basic* ranges from 4.41% (Hispanic grade 10) to 24.24% (Asian/Pacific Islander grade 8).
 - *WAA-SwD Proficient* ranges from 7.14% (American Indian/Alaska Native grades 4 and 10) to 35.29% (American Indian/Alaska Native grade 8).
 - *WAA-SwD Advanced* ranges from 38.46% (Asian/Pacific Islander grade 4) to 78.57% (American Indian/Alaska Native grade 4).
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 56.06% (Hispanic grade 4) to 89.71% (Hispanic grade 10).
- English Language Proficiency
 - *WAA-SwD Minimal Performance* ranges from 0% (not English language proficient grades 8 and 10) to 15.30% (English language proficient grade 4).
 - *WAA-SwD Basic* ranges from 9.19% (English language proficient grade 8) to 27.78% (not English language proficient grade 4).
 - *WAA-SwD Proficient* ranges from 13.86% (English language proficient grade 10) to 26.67% (not English language proficient grade 8).
 - *WAA-SwD Advanced* ranges from 41.67% (not English language proficient grade 4) to 65.71% (English language proficient grade 10).
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 63.89% (not English language proficient grade 4) to 88.89% (not English language proficient grade 8).
- Socioeconomic Status
 - *WAA-SwD Minimal Performance* ranges from 4.14% (economically disadvantaged grade 10) to 20.18% (not economically disadvantaged grade 4).
 - *WAA-SwD Basic* ranges from 7.14% (economically disadvantaged grade 8) to 14.95% (not economically disadvantaged grade 10).
 - *WAA-SwD Proficient* ranges from 12.90% (economically disadvantaged grade 10) to 24.79% (not economically disadvantaged grade 8).

- *WAA-SwD Advanced* ranges from 43.98% (not economically disadvantaged grade 4) to 74.21% (economically disadvantaged grade 10).
- *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 65.36% (not economically disadvantaged grade 4) to 87.11% (economically disadvantaged grade 10).
- Primary Disability
 - *WAA-SwD Minimal Performance* ranges from 8.82% (Cognitive Disability grade 10) to 23.08% (Other Health Impairment grade 4).
 - *WAA-SwD Basic* ranges from 4.81% (Other Health Impairment grade 8) to 24.18% (Autism grade 10).
 - *WAA-SwD Proficient* ranges from 14.71% (Cognitive Disability grade 10) to 30.82% (Autism grade 8).
 - *WAA-SwD Advanced* ranges from 36.99% (Autism grade 8) to 66.39% (Cognitive Disability grade 10).
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 64.02% (Autism grade 4) to 81.09 Cognitive Disability grade 10).
- Additional Accommodations
 - *WAA-SwD Minimal Performance* ranges from 5.80% (used another DPI-approved accommodation grade 8) to 52.63% (used objects or manipulatives grade 4).
 - *WAA-SwD Basic* ranges from 7.69% (no accommodation used grade 8) to 40.00% (used assistive device grade 4).
 - *WAA-SwD Proficient* ranges from 10.53% (used objects or manipulatives grade 4) to 27.54% (used another DPI-approved accommodation grade 8).
 - *WAA-SwD Advanced* ranges from 5.00% (used assistive device grade 4) to 69.15% (no accommodation used grade 10).
 - *WAA-SwD Proficient* and *WAA-SwD Advanced* combined ranges from 15.79% (used objects or manipulatives grade 4) to 82.68% (no accommodation used grade 10).

Reliability

Reliability is a central concept within assessment, and there is a large body of literature surrounding this concept. Relevant literature includes Haertel's (2006) chapter on reliability in *Educational Measurement 4th edition*, Feldt and Brennan's (1993) chapter on reliability in *Educational Measurement 3rd edition*, and the chapter on reliability and errors of measurement in part 1 of *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999).

Reliability can be defined as the consistency of assessment scores when the testing procedure is repeated with the same target group. A reliable assessment is one that would produce stable scores if the same group of students were to take the same test repeatedly without any fatigue or memory of the test. However, an individual's responses to test items may vary from one occasion to another, even under strictly controlled situations. This variation in responses reflects at least a small amount of measurement error.

There are two types of measurement errors customarily defined in assessment: random and systematic. Both random and systematic errors can easily threaten the reliability and validity of an assessment.

Random errors are varied, inconsistent, and usually inherent to the assessment or administration. Standardization of assessments is meant to minimize random errors that occur because of arbitrary factors that affect a student's performance on the assessment. The WAA-SwD assessment includes a structured, one-on-one administration in which test administrators are trained to ensure standardized administration for all students.

Systematic errors are measurement errors which lead to assessed values being systematically too high or too low. A systematic error is any biasing effect that always affects the results of an assessment in the same direction. An example of a scenario that may result in a systematic error would be a situation when students who need accommodations are not provided with them. Without the accommodations, the students would not be able to demonstrate their true ability on the assessment and would instead score lower on the assessment. For this reason, it is important to provide students with disabilities the appropriate accommodations to take the assessment in a manner that allows them to demonstrate their true ability. Other systematic errors that can possibly impact results include undue distractions, confusing instructions, and bias in rating performance by the test administrator.

For the WAA-SwD, several measures of reliability are available and are discussed in detail below. Item-specific reliability is examined via the item-total test correlation. Total-test reliability is measured in three ways. First, Cronbach's alpha is calculated to examine the internal consistency of the assessment. Second, the standard error of measurement is calculated to examine the measurement error relative to a student's total-test score. Finally, classification consistency is calculated using the Livingston and Lewis (1995) methodology.

Item-specific reliability is measured by calculating the point biserial correlation for SR items, also called an item-test correlation. It is one type of internal consistency measure that is a derivation of the Pearson product moment correlation measuring the correlation between each item score and the score on the group of items remaining on the test overall. The correlation provides a source of information of how consistently students perform on a given item in relation to their performance on the rest of the test measuring a single overall construct, such as mathematics.

On traditional assessments, the minimum acceptable point biserial is preferably 0.30 and no less than 0.15. Any items with point biserial values less than 0.30 should be reviewed from a content perspective to assure that the items actually contribute to the overall construct of the assessment and do not assess skills that do not contribute to evidence about the construct being measured. Crocker and Algina (1986), following Ebel (1965), suggest that point biserial correlation values for items to be retained operationally should be significantly greater than zero, where significance is established by computing an approximation of the standard error for the Pearson product moment correlation. This approximation is based upon the sample size for each item, and the critical value should be set two standard errors above zero. The approximation is computed as one divided by the square root of the quantity of the sample size minus one.

The minimum number of students tested on the 2011–12 WAA-SwD administration, over all content areas, was 779 (grade 10 science). This value differs somewhat from the number of students answering each individual item, as there were cases in which students omitted items. However, there was a small incidence of item omission on the WAA-SwD, an item trait examined within the context of Item Analysis. At the item level, the minimum number of students answering an item was 766 (grade 3 reading). Using the tested population value of 779 as the minimum N value, the critical value for the correlation would be 0.0717. If the minimum item response value of 766 is used, the value is 0.0723, both of which round to 0.07. No items in the

WAA-SwD assessment fall below this critical value; the lowest observed value is 0.21 in grade 8 mathematics.

Table 22 summarizes the point biserials (and p -values) for each grade and content area. For reading, the point biserial values range from 0.23 (grade 10) to 0.83 (grade 5); in mathematics, the range is from 0.21 (grade 8) to 0.83 (grade 8); and in science, the range is from 0.23 (grade 10) to 0.82 (grade 8). None of these values fall below the critical threshold of 0.07 as calculated above. All items with correlations below 0.30 were carefully reviewed to ensure that the items actually contributed to the overall construct of the assessment.

Total-test reliability measures consider the level of consistency of performance on all test questions in a given form, the results of which imply how well the questions measure the content domain and could continue to do so over repeated administrations. Total-test reliability coefficients, in this case measured by Cronbach's alpha (α) (1951), may range from 0.00 to 1.00, where 1.00 refers to a perfectly consistent test. Achievement tests are typically considered of sound reliability when their reliability coefficients are 0.80 and above. The total-test reliabilities of the WAA-SwD forms were evaluated first by Cronbach's α (Cronbach, 1951) index of internal consistency. The calculation for Cronbach's α is

$$\hat{\alpha} = \frac{k}{k-1} \left(1 - \frac{\sum \hat{\sigma}_i^2}{\hat{\sigma}_x^2} \right),$$

where k is the number of items on the test form, $\hat{\sigma}_i^2$ is the variance of item i , and $\hat{\sigma}_x^2$ is the total-test variance. Tables 1–9 and 26 provide the Cronbach's alpha coefficients for all grades and content areas in the 2011–12 WAA-SwD test administration. As is evident in the tables and text below, the coefficients are generally quite high.

It is important to note that while the theoretical range for the reliability coefficient is from 0.00 to 1.00, there is potential for the coefficient to range from negative infinity to 1.00 when applied in practice (Nichols, 1999). As explained by Nichols (1999), the value of the coefficient will be negative when “the sum of the individual item variances is greater than the scale variance.” For the WAA-SwD, the scale variance is simply that of the raw scores. For homogenous subgroups with small variance the individual item variance is likely reduced, given the high probability of all individuals in the subgroup responding similarly to each of the items. There are two cases in the WAA-SwD 2011–12 administration that resulted in negative reliability coefficients, and each will be discussed in turn here. The calculation of coefficient alpha for science, grade 10 Emotional Behavioral Disability, returned a negative value of -0.19 . This group contained 15 students, and the mean score was 37.53, with a 1.13 point standard deviation, rendering the statistic ineffectual. Also the calculation for science, grade 10, Specific Learning Disability, returned a negative value of -0.31 . This group contained 26 students, and the mean score was 37.73, with a 1.00 point standard deviation, rendering the statistic ineffectual.

There are a number of factors that influence reliability coefficients, including group variation, time limits, and test length. When the individuals participating in an assessment are diverse, the reliability estimates increase, while a more homogeneous group will produce lower reliability estimates (Crocker & Algina, 1986). Given the diverse population of students who participate in the WAA-SwD, it is likely that the total group reliability estimates will be quite high. Time limits impact test reliability to the extent that there are effects on true score variance given the speed with which students complete the assessment, and reliability estimates can be artificially increased with speeded assessments (Crocker & Algina, 1986). When the speed with which a test-taker completes the assessment is not relevant to the skills being measured, it is critical

that the assessment's time limits allow most, if not all, students to complete the assessment (Crocker & Algina, 1986). The WAA-SwD is untimed, as the rate of response is not a skill that is being assessed; rather it is the students' knowledge of the content that is relevant to the assessment. As such, the untimed administration allows for a more appropriate estimation of reliability. Finally, test length is also an important factor in reliability estimation. A longer test, one with more items, is likely to have a higher reliability coefficient than a similar assessment with fewer items (Crocker & Algina, 1986). The operational test length for the WAA-SwD produces reliability coefficient estimates aligned with the recommended guidelines, and as a result, test length is likely to remain fixed for the near future.

At the total group level, summarized in Table 26, the reliabilities are quite high. Ranges are from 0.93 to 0.95 for reading, from 0.92 to 0.95 for mathematics, and from 0.96 to 0.97 for science. These ranges are indicative of the high reliability of the WAA-SwD assessments. It is likely that the amount of variance (for the total group, there are students at nearly every score point for each grade level and content area) and relatively flat distributions contribute to the very high reliabilities. (See Tables 27–29 and Figures 18–20 for frequency distributions of scores.)

At the subgroup level, the ranges are also quite high in general. Across all content areas and grade levels for the gender, ethnicity, English language proficiency, and socioeconomic status subgroups (illustrated in Tables 1–3), all but nine reliability values are at or above 0.90 (and none are lower than 0.79). The lowest observed reliability value among these groups is for reading, grade 4, American Indian/Alaska Native, where the reliability is 0.79.

An examination of the primary disability subgroups, shown in Tables 4–6, generally illustrates acceptable reliability values. The values to note are for the Emotional Behavioral Disability and Specific Learning Disability subgroups, where most values are quite low and are likely related to the small sample sizes and high scores achieved by these two subgroups of students. When examining the values for all primary disability subgroups, it is found that, for reading, all but eleven values are greater than 0.80, and there are only five values between 0.80 and 0.89. The vast majority of values are greater than 0.90 (more than thirty). The eleven values lower than 0.80 are for subgroups with fewer than fifty students, where the mean scores are greater than 25, and the total possible score is 30 or 31, indicating that the low reliability values are likely due to the very high performance level and homogenous scores of these groups. For mathematics, all but eleven values are greater than 0.80, with five values between 0.80 and 0.89. The majority of values are greater than 0.90 (more than thirty). The eleven values lower than 0.80 are for subgroups with fewer than fifty students, where the mean scores are greater than 26 and the total possible score is 34, again indicating that the low reliability values are likely due to the very high performance level and homogenous scores of these groups. There is one group, grade 4 Specific Learning Disability, with a reliability value of just 0.08. This group contained 38 students, and the mean score is 31.92, with a 1.44 point standard deviation. It is the high mean score and remarkable similarity in total scores that render the reliability coefficient ineffective and so low. Finally, for science, seventeen values are greater than 0.80, with just four values less than 0.80. The four values lower than 0.80 are for subgroups with fewer than forty students, where the mean scores are 36 or greater and the total possible score is either 37 or 39 points, again indicating that the low reliability values are likely due to the very high performance level and homogenous scores of these groups. There is one group, grade 4, Emotional Behavioral Disability, with a reliability value of just 0.18. This group contained 14 students, and the mean score is 36.14, with a 0.95 point standard deviation. There is one group, grade 4, Specific Learning Disability, with a reliability value of 0.74. This group contained 38 students, and the mean score is 36.00, with a 1.82 point standard deviation. There is another group, grade 10, Emotional Behavioral Disability, with a reliability value of –0.19. This group contained 15 students, and the mean score is 37.53, with a 1.13 point standard deviation.

Finally, there is grade 10, Specific Learning Disability, with a reliability value of -0.31 . This group contained 26 students, and the mean score is 37.73, with a 1.00 point standard deviation. It is the high mean score and notable similarity in total scores that render these reliability coefficients so low.

It is also important to ensure that the reliability coefficients are similar for subgroups of students using additional accommodations. For those students requiring no additional accommodations, the reliability values are at or above 0.91 across all content areas and grade levels. For those students requiring additional accommodations, the reliability values across grades and content areas are all at or above 0.85.

The second measure of reliability for the WAA-SwD is the standard error of measurement (SEM). This measure of reliability is a direct estimate of the degree of measurement error in a student's total score on a test. It represents the number of score points about which a given score can vary, similar to the standard deviation of a score: the smaller the SEM, the smaller the variability and the higher the reliability. The SEMs are computed with the formula

$$SEM = SD_TS(\sqrt{1 - \hat{\alpha}}),$$

where SD_TS is the standard deviation of the total score and $\hat{\alpha}$ is Cronbach's α (see above). The SEMs represent the total standard error of measurement in the raw score metric across all items in a given form. The SEMs for each form for the total group and all subgroups are given in Tables 1–9 and are summarized at the total group level in Table 26. At the total group level, the SEM values range from 1.94 (grade 4)¹⁸ to 2.13 (grade 3), with 30 or 31 total possible points for reading; from 2.23 (grade 6) to 2.44 (grade 10), with 34 total possible points for mathematics; and from 1.89 (grade 4) to 2.07 (grade 10), with 37 or 39 total possible points for science.

An examination of SEM values by content area across all subgroups yielded findings that are very similar to the total group. For reading, an examination of Tables 1, 4, and 7 illustrates that the largest SEM value of 2.45 is for the accommodation of used assistive device in grade 5. For mathematics, an examination of Tables 2, 5, and 8 illustrates that the largest SEM value of 2.67 is for the accommodation of used translation in grade 5.¹⁹ For science, an examination of Tables 3, 6, and 9 illustrates that the largest SEM value of 2.63 is for the accommodation of used assistive device in grade 4. These SEM values are, in general, within acceptable ranges for assessments with this number of items and total score points and with individual items contributing one or two points.

Classification consistency and accuracy are additional measures of reliability. Reliability coefficients, such as Cronbach's alpha, are used to check for the internal consistency within a single test. Test-retest reliability requires two administrations of the same test, which requires another test as an external reference. When retesting students is not feasible, classification consistency is a viable and often utilized alternative. Consistency in the classification sense represents how well two forms of an assessment with equal difficulty agree on the classification of students into performance levels (Livingston & Lewis, 1995). It is estimated using actual response data and total-test reliability from an administered form of an assessment from which two parallel forms of the assessment are statistically modeled and classifications compared.

Table 40 shows classification consistency and classification accuracy indices based on the Livingston and Lewis (1995) methodology. Note that the values of all indices depend on several

¹⁸ There are two SEM values reported as 1.94; however, the grade 4 value of 1.939 is lower.

¹⁹ There are two subgroups with a 2.67 SEM value; however, the grade 5 used translation value of 2.671 is higher.

factors, such as the reliability of the test form, the distribution of scores, the number of cut scores, and the location of each cut score. The probability of a correct classification (PC) is the probability that the classification the student received is consistent with the classification the student would receive on a parallel form, and the expectation is that the probability would be high. The average PC for reading is 0.66 and ranges from 0.60 (grade 10) to 0.73 (grade 7). The average PC for mathematics is 0.70 and ranges from 0.67 (grade 3) to 0.74 (grade 5).²⁰ The average PC for science is 0.82 and ranges from 0.79 (grade 8) to 0.85 (grade 10). Probability of misclassification (PM) is $1 - PC$. These consistency and accuracy indices compare favorably with the 2010–11 WAA-SwD forms.

The probability of a correct classification by chance (Chance) is the probability that the classification is correct and is due to chance alone. The probability of Chance is estimated under a complete random assignment procedure using the marginal distribution of each form. The Chance probability is expected to be low. The average Chance for reading is 0.30 and ranges from 0.28 (grade 8) to 0.35 (grade 4). The average Chance for mathematics is 0.30 and ranges from 0.28 (grade 8)²¹ to 0.31 (grade 5). The average Chance for science is 0.44 and ranges from 0.40 (grade 4) to 0.50 (grade 10). This compares favorably with the 2010–11 WAA-SwD forms.

Cohen's kappa (kappa) provides the same type of reliability, or agreement, statistic as described previously, representing the agreement of the classifications between two parallel forms with the consideration of the probability of a correct classification by chance, $(PC - \text{Chance}) / (1 - \text{Chance})$. In general, the value of kappa is lower than the value of PC because the probability of a correct classification by chance is larger than zero. This is true of the WAA-SwD data in Table 40. The average kappa for reading is 0.51 and ranges from 0.43 (grade 10) to 0.62 (grade 7). The average kappa for mathematics is 0.58 and ranges from 0.53 (grade 3) to 0.64 (grade 8). The average kappa for science is 0.68 and ranges from 0.65 (grade 8) to 0.70 (grade 4). This compares favorably with the 2010–11 WAA-SwD forms.

Consistency and accuracy are important to consider in concert. The probability of accuracy (PA) represents the agreement between the observed classification based on the actual test form and true classification given the modeled forms. The average PA for reading is 0.74 and ranges from 0.69 (grade 10)²² to 0.81 (grade 7). The average PA for mathematics is 0.79 and ranges from 0.76 (grade 3) to 0.82 (grade 5).²³ The average PA for science is 0.88 and ranges from 0.86 (grade 8) to 0.90 (grade 10). This compares favorably with the 2010–11 WAA-SwD forms. Finally, Table 40 provides the probability of false positives (FP) and false negatives (FN) as measures of error in the data table, and these are low as expected.

Validity

Validity is another central concept within assessment. The *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) defines validity as “the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests. Validity is, therefore, the most fundamental consideration in developing and evaluating tests” (p. 9). The purpose of test score validation is not to validate the test itself, but to validate interpretations of the test scores for particular purposes or uses. Test score validation is not a

²⁰ There are two grades with a 0.74 PC value; however, the grade 5 value of 0.739 is higher.

²¹ There are two grades with a 0.28 Chance value; however, the grade 8 value of 0.279 is lower.

²² There are two grades with a 0.69 PA value; however, the grade 10 value of 0.685 is lower.

²³ There are two grades with a 0.82 PA value; however, the grade 5 value of 0.819 is higher.

quantifiable property but an ongoing process, beginning at initial conceptualization and continuing throughout the entire assessment process. Every aspect of an assessment provides evidence in support of (or that challenges) its validity, including design, content specifications, item development, psychometric quality, and inferences made from the results.

Test validation requires gathering evidence from many sources to evaluate the soundness of the desired score interpretation or use. This evidence is acquired from studies of the procedures surrounding the targeted student group; the history of the content standards and their development; the development of the test (procedural validity); the content of the test (content validity); and from studies involving scores produced by the test. Additional evidence, such as evidence based on procedures and processes in the development and scoring of the assessment, alignment of the assessment items to the standards, and relationships to other variables are sources of validity evidence.

The purpose of the assessment, described in the Overview of this document, is not only to meet accountability requirements but also to provide students, parents, teachers, and schools information on how students are progressing in relation to the Wisconsin Model Academic Standards and the Wisconsin Extended Grade Band Standards.

Generally, achievement tests are used for student-level outcomes, either 1) making predictions about students or 2) describing students' performance (Mehrens & Lehmann, 1991). In addition, tests are also used for the purposes of accountability and adequate yearly progress (AYP). As stated by R. L. Linn (2008), "Tests are used as policy tools to hold teachers and school administrators accountable for student learning and as levers to change instruction in the classroom" (p. 4). The DPI uses various assessment data in AYP reporting and in various programmatic and policy-level decisions. Specific to student-level outcomes, the WAA-SwD documents student performance in the areas of reading, mathematics, and science, as defined by the standards. To ensure that test scores allow interpretations appropriate for this purpose, the content of the test must be carefully matched to the specified standards. The *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999) states:

Important validity evidence can be obtained from an analysis of the relationship between a test's content and the construct it is intended to measure. Evidence based on test content can include logical or empirical analyses of the adequacy with which the test content represents the content domain and of the relevance of the content domain to the proposed interpretation of test scores. Evidence based on content can also come from expert judgments of the relationship between parts of the test and the construct. (p.11)

In regards to content validity evidence, logical analyses of test content indicate the degree to which the content of a test covers the domain of content the test is intended to measure. In the case of the WAA-SwD, the content was defined by test blueprints that described the skills that must be measured to assess the content standards. The test development process required specific attention to content representation and the balance within each test form. In addition, several item review committees contributed to the item review and approval process and ensured the items assessed the content standards and were mapped accordingly. The Test Development section of this report contains more information specific to these reviews. The reviews also helped to ensure fair and unbiased items so that items functioned similarly for members of different ethnic, gender, and disability groups.

In addition, the WAA-SwD reading, mathematics, and science content areas have each gone through an alignment study under the direction of Dr. Norman Webb. As a result of the study, it

was decided the first goal would be to focus on improving alignment and categorical concurrence. New items were developed to be field-tested to fill alignment gaps, and some operational items from the 2007–08, 2008–09, 2009–10, and 2010–11 forms were revised, removed, or replaced in the 2011–12 administration to address alignment. The DPI will continue to work in the upcoming years on developing items to address alignment and to build a strong alternate assessment aligned to the Extended Grade Band Standards.

The internal structure of the test also provides evidence of validity. For example, high internal consistency, like that described by the coefficients in the Analyses and Results and the Reliability sections of this document, constitutes evidence of validity. This is because high reliability coefficients imply that the test questions are measuring the same domain of skill and are reliable and consistent. However, it is important to note the caveats previously indicated in regard to the reasons that the coefficients may be as high as they are for the WAA-SwD.

The validity of an assessment is also evidenced by establishing that the population of students for which the assessment is designed is well-targeted and that those students participated in the assessment. The WAA-SwD is given to students with significant disabilities if the local IEP team determines that the students are unable to participate in the WKCE even with accommodations. Given the high-stakes nature of the WAA-SwD and the requirements of NCLB and peer review evidence, as well as the need for eligibility criteria data, it is important to note the WAA-SwD participants and the data on their performance. The number of students in various subgroups who participated and each group's summary statistics are presented in Tables 1–3 (specific to gender, ethnicity, English language proficiency, and socioeconomic status), Tables 4–6 (specific to primary disabilities reported), and Tables 7–9 (specific to accommodations provided in order for students to access the WAA-SwD assessment).

It is also important to demonstrate through student performance that students are able to demonstrate a range of performances commensurate with the expectation of the targeted population. Total raw score results for each grade level and content area for the total groups are found in Table 26, and raw score frequency distributions by grade and content area are found in Tables 27–29 and Figures 18–20. The tables and figures illustrate that for the total group approximately the same percentage of students across content areas and grade levels received the minimum score. For reading, the percentage of students with the minimum score ranges from 3.84% (grade 5) to 7.17% (grade 8), with an average of 5.22%, while the percentage of students achieving the maximum possible score ranges from 2.15% (grade 3) to 9.90% (grade 4), with an average of 6.73%. For mathematics, the percentage of students with the minimum score ranges from 3.64% (grade 6) to 7.18% (grade 8), with an average of 5.37%, while the percentage of students achieving the maximum possible score ranges from 0.90% (grade 10) to 3.30% (grade 6), with an average of 2.23%. For science, the percentage of students with the minimum score ranges from 5.01% (grade 10) to 6.69% (grade 8), with an average of 6.09%, while the percentage of students achieving the maximum possible score ranges from 11.03% (grade 8) to 14.19% (grade 4), with an average of 12.17%.

Data by standard are found in Tables 23–25. For reading, mean p -values by standard range from 0.62 (grade 3, Understands Text) to 0.84 (grade 4, Evaluates/Extends Text). For mathematics, mean p -values by standard range from 0.51 (grade 3, Statistics/Probability) to 0.81 (grade 5, Measurement). For science, mean p -values by standard range from 0.70 (grade 8, Science Inquiry)²⁴ to 0.85 (grade 10, Science Connections and the Nature of Science). These data were reviewed and explained in greater detail in the section of this report on Analyses and Results.

²⁴ There are two grades with a 0.70 mean p -value; however, the grade 8 value of 0.702 is lower.

An assessment that is valid should be similarly reliable for subgroups of similar sample sizes. Therefore, in addition to the total group data, subgroup total-test performance and the associated test reliabilities and standard errors must also be reported. Table 26 summarizes the reliability and SEM values at the total group level. Reliability ranges are from 0.93 to 0.95 for reading, from 0.92 to 0.95 for mathematics, and from 0.96 to 0.97 for science. The SEM values range from 1.94 to 2.13 with 30 or 31 total possible points for reading; from 2.23 to 2.44 with 34 total possible points for mathematics; and from 1.89 to 2.07 with 37 or 39 total possible points for science. Specific details on test reliability and standard errors are further described in the Reliability section of this document.

Longitudinal Data

As an assessment is used over time, it is critical to be able to compare results across multiple years. The 2007–08 administration of the WAA-SwD was the first administration of the assessment within the current design and framework; because of this, it was not appropriate to compare results to prior assessment years.²⁵ In the 2011–12 administration, it became possible to compare results from the current administration to the four prior administrations in 2007–08, 2008–09, 2009–10, and 2010–11. It is important to be cautious about making longitudinal inferences with any assessment that is not equated, as is the case with the WAA-SwD. However, it is equally important to be able to compare assessment results over time. Note that since the initial administration, there were changes to all forms in all content areas; as such, all longitudinal comparisons must be done with appropriate caution. From 2007–08 to 2008–09, there were changes to all grade levels in reading, two grade levels in mathematics (grades 6 and 8), and all grade levels in science. From 2008–09 to 2009–10, there were changes to all grade levels in reading, all grade levels in mathematics with the exception of grade 6, and one grade level in science (grade 8). From 2009–10 to 2010–11, there were changes to grades 3, 4, 7, 8, and 10 in reading, all of the grade levels in mathematics, and grades 4 and 8 in science. From 2010–11 to 2011–12, there were no changes to any grade or content area. From 2007–08 to 2011–12, there were changes to all grade levels and all content areas. More detailed information regarding these changes was provided previously in the sections on Test Design and Test Development.

Figures 25–27 illustrate the number of students participating in the WAA-SwD assessment for reading, mathematics, and science, respectively. Figure 25 illustrates that for reading, the participation values decreased across all grade levels from the 2007–08 administration to the 2008–09 administration, with the exception of grade 10 which had a slight increase in the number of students participating. From 2008–09 to 2009–10, the number of students participating increased at grades 4, 5, 7, and 10, while decreases were observed at grades 3, 6, and 8. From 2009–10 to 2010–11, the number of students participating increased at grades 3 and 5–8, while decreases were observed at grades 4 and 10. From 2010–11 to 2011–12, the number of students participating increased at grades 4, 6–8, and 10, while decreases were observed at grades 3 and 5. From 2007–08 to 2011–12, the number of students participating increased at grades 6 and 7, while decreases were observed at grades 3–5, 8, and 10.

Figure 26 illustrates that for mathematics the number of students participating increased from the 2007–08 to the 2008–09 administration at grades 3, 4, and 10, while the numbers decreased at grades 5–8. From 2008–09 to 2009–10, the number of students participating increased at grades 4, 5, 7, and 10, while decreases were observed at grades 3, 6, and 8. From 2009–10 to 2010–11, the number of students participating increased at grades 3 and 5–8,

²⁵ Full details regarding the 2007–08 administration of the WAA-SwD assessment can be found in *2007-08 Wisconsin Alternate Assessment for Students with Disabilities Technical Report*, available from the DPI.

while decreases were observed at grades 4 and 10. From 2010–11 to 2011–12, the number of students participating increased at grades 4, 6–8, and 10, while decreases were observed at grades 3 and 5. From 2007–08 to 2011–12, the number of students participating increased at grades 4–7 and 10, while decreases were observed at grades 3 and 8.

Figure 27 illustrates that for science the number of participating students increased at all assessed grade levels from the 2007–08 to the 2008–09 administrations. From 2008–09 to 2009–10, there were increases in the number of students at grades 4 and 10, with a small decrease at grade 8. From 2009–10 to 2010–11, there were decreases in the number of students at grades 4 and 10, while there was a small increase at grade 8. From 2010–11 to 2011–12 and from 2007–08 to 2011–12, the number of students participating increased at all grade levels.

Means and standard deviations at the total group level by grade are illustrated in Table 41 for the 2007–08, 2008–09, 2009–10, 2010–11, and 2011–12 WAA-SwD administrations. The difference column is calculated as the more recent administration minus the prior administration (or 2011–12 minus 2007–08), where negative values indicate a decrease in value from the prior to the more recent administration, and positive values indicate an increase from the prior to the more recent administration. It can be seen that mean differences from the first two administrations are generally quite small, ranging from -0.06 (grade 3) to -0.93 (grade 4) for reading, from 0.04 (grade 7) to 0.54 (grade 10)²⁶ for mathematics, and from 1.22 (grade 8) to 1.30 (grade 10) for science. The differences between the 2008–09 and 2009–10 administrations are again small, ranging from -0.15 (grade 6) to 0.99 (grade 8) for reading, from 0.13 (grade 5) to 0.75 (grade 4) for mathematics, and from 0.09 (grade 10) to 0.66 (grade 4) for science. The differences between the 2009–10 and 2010–11 administrations are also small, ranging from 0.12 (grade 10) to -0.77 (grade 4) for reading, from 0.05 (grade 10) to -1.11 (grade 7) for mathematics, and from 0.18 (grade 8) to -1.01 (grade 4) for science. The differences between the 2010–11 and 2011–12 administrations are also small, ranging from -0.03 (grade 4)²⁷ to 1.59 (grade 10) for reading, from 0.03 (grade 7) to 1.60 (grade 10) for mathematics, and from -0.01 (grade 8) to 1.74 (grade 10) for science. The differences between the 2007–08 and 2011–12 administrations are also generally small, ranging from -0.16 (grade 7) to 2.00 (grade 10) for reading, from 0.18 (grade 3) to 1.53 (grade 10) for mathematics, and from 1.16 (grade 4) to 2.94 (grade 10) for science. Given that the assessment is based on items worth one or two points, with the exception of the single grade 10 science item, these differences are generally minor. The mean differences are also illustrated graphically in Figures 28–30.

It is important to know that the population of students remains stable over time in order to ensure that the assessment continues to be appropriately written and targeted. Tables 42–44 illustrate the population of students participating in the WAA-SwD assessment by content area in each administration and indicate any differences in the population between the administrations. The percentages of the WAA-SwD population based upon reported gender, ethnicity,²⁸ and primary disability are compared. Note that a change was observed in the primary disability categorization for the 2008–09 administration year, such that fewer students were missing this information as compared to 2007–08. Changes in these percentages should

²⁶ There were two grades with a 0.54 difference; however, the grade 10 difference of 0.5442 was greater.

²⁷ There were two grades with a ± 0.03 difference; however, the grade 4 difference of -0.026 was closer to zero.

²⁸ The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

be viewed with caution, as it is believed that the 2008–09 data and beyond are more accurate and more appropriately reflect the WAA-SwD student population. Additionally, it can be seen that through the 2010–11 administration there was an increase in the percentage of students indicated as Not IDEA eligible or No Disability. It is important to note that all student records indicate that students taking the WAA-SwD have a disability; however, not all records indicate the disability that the student has, and some records indicate Not IDEA eligible or No Disability. Beginning with the 2011–12 administration, due to targeted training by the DPI, the percentage of students in this category has been reduced.

For gender, the smallest difference in the assessed population from the 2007–08 WAA-SwD administration to the 2008–09 WAA-SwD administration was -0.04% in science, grade 8 for female students, while the largest difference was 4.18% in reading, grade 4 for female students. From 2008–09 to 2009–10, the smallest gender difference was $\pm 0.21\%$ in mathematics, grade 7 for male (+) and female (–) students, while the largest difference was $\pm 4.23\%$ in reading, grade 4 for male (+) and female (–) students. From 2009–10 to 2010–11, the smallest gender difference was $\pm 0.07\%$ in science, grade 8 for male (+) and female (–) students, while the largest difference was $\pm 4.31\%$ in mathematics, grade 7 for male (+) and female (–) students. From 2010–11 to 2011–12, the smallest gender difference is 0.04% in mathematics, grade 10 for female students, while the largest difference is $\pm 3.30\%$ in reading and mathematics, grade 7 for male (+) and female (–) students. From 2007–08 to 2011–12, the smallest gender difference is -0.25% in reading, grade 8 for female students, while the largest difference is 4.02% in mathematics, grade 5 for male students.

In examining the population differences relative to ethnicity, the smallest difference between 2007–08 and 2008–09 was for American Indian/Alaska Native students in science, grade 10, with just a 0.11% difference across administration years, while the largest difference was observed for White (not of Hispanic origin) students in science, grade 8, with a 5.78% difference. The ethnicity differences from 2008–09 to 2009–10 illustrated that the smallest difference of a 0% change occurred for Asian/Pacific Islander students in reading and mathematics, grade 10, and for Hispanic students in reading, grade 10, while the largest difference was for White (not of Hispanic origin) students in reading, grade 5, with a 3.58% difference. From 2009–10 to 2010–11, the smallest ethnicity difference²⁹ was a 0% change for Hispanic students in mathematics, grade 10, while the largest difference was -4.53% for Black (not of Hispanic origin) students in mathematics, grade 10. From 2010–11 to 2011–12, the smallest ethnicity difference was a -0.03% change for American Indian/Alaska Native students in reading and mathematics, grade 5, while the largest difference was a -5.72% change for White (not Hispanic) students in mathematics, grade 3. From 2007–08 to 2011–12, the smallest ethnicity difference was a 0% change for Asian/Pacific Islander students in reading, grade 4, while the largest difference was -9.24% in mathematics, grade 3 for White students.

On the basis of population differences for the primary disability reported, it was found that the differences were more extreme for 2007–08 and 2008–09; again, this was due to some changes in data reporting across the two administration years. Figures 31–33 illustrate the percentage of participating students based upon primary disability classification for all five administrations. For those classifications with data in both years being compared (meaning that the percentage of students must have been greater than zero in both administrations), from 2007–08 to 2008–09 there was as little as 0% change for students with a primary disability of Orthopedic Impairment

²⁹ The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

in grade 10, mathematics,³⁰ to as much as a 24.52% change for students with a Cognitive Disability in grade 3, reading. When examining the data from 2008–09 to 2009–10, it can be seen that the smallest change, a 0% change, was for students with a primary disability of Speech or Language Impairment in grade 10 for all content areas,³¹ while the largest change was for students with a primary disability of Autism in grade 4, reading with a change of 3.82%. When examining the data from 2009–10 to 2010–11, it can be seen that the smallest change of 0.01% was for reading, grade 3 students with a primary disability of Orthopedic Impairment,³² while the largest change was for students with a primary disability of Autism in grade 5, reading with a change of 5.93%. When examining the data from 2010–11 to 2011–12, it can be seen that the smallest change of 0% was for science, grade 10 students with a primary disability of Visual Impairment,³³ while the largest change was for students with a primary disability of Not IDEA Eligible or No Disability in grade 6, reading, with a change of –7.61%. When examining the data from 2007–08 to 2011–12, it can be seen that the smallest change of 0% was for reading, grade 7 students with Traumatic Brain Injury and Visual Impairment,³⁴ while the largest change was for students with a primary disability of Cognitive Disability in grade 3, reading with a change of 25.80%.

Over time it would be expected that there would be only minimal differences in test statistics, such as *p*-values (item difficulty) and item-total test correlations, assuming that the test population remains stable. Given the reporting and use of raw score results without equating, the assumption of relative population invariance becomes critical in the examination of student performance over time. There were some WAA-SwD items that were revised, while others were removed and replaced across the four administrations; this has occurred for all grades and content areas, and as such, the reader is cautioned regarding longitudinal interpretations for the modified forms.

The *p*-values for the 2007–08, 2008–09, 2009–10, 2010–11, and 2011–12 administrations and their differences are listed in Table 45. From 2007–08 to 2008–09, the mean *p*-values were quite stable across administrations; mathematics, grade 7 illustrated the smallest difference of 0.00,³⁵ and the largest difference in mean *p*-values occurred in reading at grade 6 with a –0.05 difference.³⁶ From 2008–09 to 2009–10, the mean *p*-values again remained quite stable; science, grade 10 illustrated the smallest difference of 0.00,³⁷ and the largest difference in mean *p*-values occurred in reading at grade 8 with a difference of 0.04. From 2009–10

³⁰ Reading, grade 10, Speech or Language Impairment also appears as a 0% difference, and had an actual difference of –0.004%, while mathematics, grade 10, Orthopedic Impairment had an actual difference of 0.002%.

³¹ All three content areas had identical values of –0.004%.

³² Science, grade 10, Specific Learning Disability also appears as a 0.01% difference and had an actual difference of 0.015%, while reading, grade 3, Orthopedic Impairment had an actual difference of 0.013%.

³³ Reading, mathematics, and science, grade 10, Hearing Impairment and reading and mathematics, grade 10, Visual Impairment also appear as a 0% difference; however, the science, grade 10 actual difference of –0.002% is the smallest.

³⁴ Mathematics, grade 10, Hearing Impairment also appears as a 0% difference; however, the reading, grade 7 actual difference of –0.001% is the smallest.

³⁵ There were two grades/content areas with a 0.00 difference; however, the grade 7 mathematics difference of –0.002 was smaller.

³⁶ There were two grades/content areas with a ±0.05 difference; however, the grade 6 reading difference of –0.052 was further from zero.

³⁷ There were three grades/content areas with a 0.00 difference; however, the grade 10 science difference of 0.000 was smallest.

to 2010–11, the mean p -values again remained quite stable; mathematics, grade 10 illustrated the smallest difference of 0.00,³⁸ and the largest difference in mean p -values occurred in mathematics at grade 7 with a difference of -0.04 . From 2010–11 to 2011–12, the mean p -values again remained quite stable; reading, grade 4 illustrated the smallest difference of 0.00,³⁹ and the largest difference in mean p -values occurred in reading at grade 10 with a difference of 0.04.⁴⁰ From 2007–08 to 2011–12, the mean p -values again remained quite stable; mathematics, grade 8 illustrated the smallest difference of 0.00, and the largest difference in mean p -values occurred in mathematics at grade 10 with a difference of 0.06.⁴¹

Equally, the range of p -values remained stable across the four administrations. The highest observed p -value in 2007–08 was 0.90 in reading, grade 4;⁴² in 2008–09 the highest was 0.89 in reading, grade 10;⁴³ in 2009–10 the highest observed p -value was 0.91 in reading, grade 4; in 2010–11 the highest observed p -value was 0.90 in science, grade 8; and in 2011–12 the highest observed p -value was 0.93 in reading, grade 3. From 2007–08 to 2008–09, the greatest difference within a grade level occurred for reading, grade 5, where the highest p -value decreased from 0.90 to 0.86 across administrations. From 2008–09 to 2009–10, the greatest difference within a grade level occurred for mathematics, grade 8, where the highest p -value increased from 0.81 to 0.86 across administrations. From 2009–10 to 2010–11, the greatest difference within a grade level occurred for science, grade 4, where the highest p -value decreased from 0.88 to 0.85 across administrations.⁴⁴ From 2010–11 to 2011–12, the greatest difference within a grade level occurred for reading, grade 3, where the highest p -value increased from 0.88 to 0.93 across administrations. From 2007–08 to 2011–12, the greatest difference within a grade level occurred for reading, grade 3, where the highest p -value increased from 0.89 to 0.93 across administrations.

The lowest observed p -value in 2007–08 was 0.19 in mathematics, grade 10; in 2008–09 it was 0.33 in mathematics, grade 10; in 2009–10 the lowest observed p -value was 0.32 in mathematics, grade 8; in 2010–11 the lowest observed p -value was 0.27 in mathematics, grade 7; and in 2011–12 the lowest observed p -value was 0.26 in mathematics, grade 7. From 2007–08 to 2008–09, the greatest difference within a grade level occurred for mathematics grade 5, where the lowest p -value increased from 0.31 to 0.46 across administrations. From 2008–09 to 2009–10, the greatest difference within a grade level occurred for mathematics, grade 8, where the lowest p -value decreased from 0.40 to 0.32 across administrations. From 2009–10 to 2010–11, the greatest difference within a grade level occurred for mathematics, grade 7, where the lowest p -value decreased from 0.38 to 0.27 across administrations. From 2010–11 to 2011–12, the greatest difference within a grade level occurred for mathematics, grade 6 where the lowest p -value decreased from 0.48 to 0.43

³⁸ There were four grades/content areas with a 0.00 difference; however, the grade 10 mathematics difference of -0.001 was smallest.

³⁹ There were five grades/content areas with a 0.00 difference; however, the grade 4 reading difference of 0.000 was smallest.

⁴⁰ There were two grades/content areas with a 0.04 difference; however, the grade 10 reading difference of 0.040 was greater.

⁴¹ There were two grades/content areas with a ± 0.06 difference; however, the grade 10 mathematics difference of $+0.058$ was greater.

⁴² There were four grades/content areas with a 0.90 value; however, the grade 4 reading value of 0.903 was greatest.

⁴³ There were two grades/content areas with a 0.89 value; however, the grade 10 reading value of 0.894 was higher.

⁴⁴ There were eight grades/content areas with a ± 0.02 difference; however, the grade 4 science difference of -0.024 was furthest from zero.

across administrations. From 2007–08 to 2011–12, the greatest difference within a grade level occurred for mathematics, grade 10, where the lowest p -value increased from 0.19 to 0.37 across administrations.

Table 46 lists the item-total test correlation values for the 2007–08, 2008–09, 2009–10, 2010–11, and 2011–12 administrations and provides the results of the differences across the administration years. From 2007–08 to 2008–09, the mean item-total test correlation remained quite stable across administrations; reading, grade 5 illustrated a difference of 0.00,⁴⁵ and the largest difference of –0.05 was observed for reading, grade 3.⁴⁶ From 2008–09 to 2009–10, the mean item-total test correlations again remained quite stable; reading, grade 8 illustrated a difference of 0.00, and the maximum difference in mean item-total test correlations occurred in reading, grade 5 with a difference of –0.04.⁴⁷ From 2009–10 to 2010–11, the mean item-total test correlations again remained quite stable; mathematics, grade 8 illustrated a difference of 0.00,⁴⁸ and the maximum difference in mean item-total test correlations occurred in science at grade 4 with a difference of 0.03.⁴⁹ From 2010–11 to 2011–12, the mean item-total test correlations again remained quite stable; mathematics, grade 4 illustrated a difference of 0.00,⁵⁰ and the maximum difference in mean item-total test correlations occurred in reading at grade 3 with a difference of –0.04.⁵¹ From 2007–08 to 2011–12, the mean item-total test correlations showed more variability; mathematics, grade 8 illustrated a difference of 0.00, and the maximum difference in mean item-total test correlations occurred in reading at grade 3 with a difference of –0.09.

Equally, the range of item-total test correlation values remained quite stable across the four administrations. The highest observed item-total test correlation in the 2007–08 administration was 0.87 in reading, grade 5; in 2008–09 it was 0.84 in reading, grade 6; in 2009–10 it was 0.83 in reading, grade 6; in 2010–11 it was 0.84 in science, grade 10; and in 2011–12 it was 0.83 in reading, grade 5.⁵² The lowest observed item-total test correlation in 2007–08 was 0.17 in mathematics, grade 8; in 2008–09 it was 0.24 in mathematics, grade 10; in 2009–10 it was 0.19 in mathematics, grade 8; in 2010–11 it was 0.21 in mathematics, grade 8; and in 2011–12 it was 0.21 in mathematics, grade 8.

Another important trait to examine over time is the impact data, or the percentage of students in each performance level. The impact data for 2007–08, 2008–09, 2009–10, 2010–11, and 2011–12 as well as the differences are presented in Tables 47–49 by content area. In reading, the greatest difference from 2007–08 to 2008–09 was observed at grade 4, where there was

⁴⁵ There were five grades/content areas with a 0.00 difference; however, the grade 5 reading difference of 0.001 was smallest.

⁴⁶ There were two grades/content areas with a –0.05 value; however, the grade 3 reading value of –0.051 was further from zero.

⁴⁷ There were five grades/content areas with a –0.04 difference; however, the grade 5 reading difference of –0.038 was greatest.

⁴⁸ There were two grades/content areas with a 0.00 difference; however, the grade 8 mathematics difference of –0.002 was smaller.

⁴⁹ There were two grades/content areas with a 0.03 difference; however, the grade 4 science difference of 0.028 was greater.

⁵⁰ There were three grades/content areas with a 0.00 difference; however, the grade 4 mathematics difference of 0.00065 was smallest.

⁵¹ There were four grades/content areas with a ± 0.04 difference; however, the grade 3 reading difference of –0.040 was greatest.

⁵² There were two grades/content areas with a 0.83 value; however, the grade 5 reading value of 0.828 was greater.

a 13.20% reduction in the percentage of students classified as *WAA-SwD Advanced*. From 2008–09 to 2009–10, the greatest difference for reading was observed at grade 8, where there was a 6.03% increase in the percentage of students classified as *WAA-SwD Advanced*. From 2009–10 to 2010–11, the greatest difference for reading was observed at grade 8, where there was a 5.17% decrease in the percentage of students classified as *WAA-SwD Advanced*. From 2010–11 to 2011–12, the greatest difference for reading was observed at grade 10, where there was a 9.00% increase in the percentage of students classified as *WAA-SwD Proficient* and *Advanced* Combined. From 2007–08 to 2011–12, the greatest difference for reading was observed at grade 4, where there was a 16.24% decrease in the percentage of students classified as *WAA-SwD Advanced*.

In mathematics from 2007–08 to 2008–09, the greatest difference in the impact data was that 4.41% fewer grade 3 students were classified as *WAA-SwD Minimal Performance*. From 2008–09 to 2009–10 for mathematics, the greatest difference was observed at grade 10, where there was a 6.28% decrease in the percentage of students classified as *WAA-SwD Advanced*. From 2009–10 to 2010–11, the greatest difference for mathematics was observed at grade 7, where there was a 6.90% decrease in the percentage of students classified as *WAA-SwD Advanced*. From 2010–11 to 2011–12, the greatest difference for mathematics was observed at grade 10, where there was a 7.41% increase in the percentage of students classified as *WAA-SwD Proficient* and *Advanced* Combined. From 2007–08 to 2011–12, the greatest difference for mathematics was observed at grade 7, where there was a 12.59% decrease in the percentage of students classified as *WAA-SwD Advanced*.

Finally in science, the greatest difference in the impact data from 2007–08 to 2008–09 was that in 2008–09 where 7.10% more students were classified as *WAA-SwD Advanced* in grade 8 as compared to the 2007–08 administration. From 2008–09 to 2009–10, the greatest difference in science is observed at grade 8, where there was a 3.81% increase in the percentage of students classified as *WAA-SwD Proficient*. From 2009–10 to 2010–11, the greatest difference for science was observed at grade 4, where there was a 4.88% decrease in the percentage of students in the combined category of *WAA-SwD Proficient* and *WAA-SwD Advanced*. From 2010–11 to 2011–12, the greatest difference for science was observed at grade 10, where there was a 6.45% increase in the percentage of students classified as *WAA-SwD Advanced*. From 2007–08 to 2011–12, the greatest difference for science was observed at grade 10, where there was a 10.03% increase in the percentage of students classified as *WAA-SwD Advanced*.

Summary Recommendations

Results and key findings of the Fall 2011 WAA-SwD test administration are presented throughout the body of this report. Some issues of a technical nature that may warrant further attention in subsequent administrations are presented below.

- 1) During the initial development of the WAA-SwD, items were developed according to a number of criteria. These criteria included content, extended depth of knowledge, proficiency level, and read-by status (reading only). These criteria were used to establish the target blueprints for the exam. Most of these targets were successfully met prior to the first administration of the exam. However, there are instances where test blueprints have not been fully met. It is recommended that additional items be developed so that complete alignment with the target blueprint becomes a reality.
- 2) Once a sufficient number of items exist so that target blueprints can be met at all grade levels and subject areas, the DPI should consider revisiting the cut scores that were established in 2008 and take the necessary steps to verify that these cut scores remain

appropriate. Possible methods to consider include conducting a standard setting similar to the method used in 2008 or a more limited cut score review.

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Tables 1–49

Table 1
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Reading	3		TOTAL	790	100%	20.32	7.86	17	35	0.93	2.13
			Gender Female	260	32.91%	20.29	7.85	1	15	0.93	2.14
			Gender Male	530	67.09%	20.33	7.88	16	20	0.93	2.13
			Ethnicity Asian/Pacific Islander	44	5.57%	19.98	7.62	0	0	0.92	2.20
			Ethnicity Black (not of Hispanic Origin)	166	21.01%	20.75	7.42	5	7	0.92	2.14
			Ethnicity Hispanic	81	10.25%	20.33	8.45	0	4	0.94	2.04
			Ethnicity American Indian/Alaska Native	25	3.17%	21.32	8.04	2	2	0.94	2.05
			Ethnicity White (not of Hispanic Origin)	474	60.00%	20.14	7.95	10	22	0.93	2.14
			ELP English Language Proficient	719	91.01%	20.33	7.87	17	32	0.93	2.13
			ELP Not English Language Proficient	71	8.99%	20.20	7.81	0	3	0.93	2.13
			SES Economically Disadvantaged	497	62.91%	20.83	7.65	14	18	0.92	2.11
			SES Not Economically Disadvantaged	293	37.09%	19.44	8.16	3	17	0.93	2.17

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 1
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading
(continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Reading	4		TOTAL	859	100%	21.64	8.32	85	50	0.95	1.94
			Gender Female	306	35.62%	20.99	9.11	27	28	0.96	1.90
			Gender Male	553	64.38%	21.99	7.83	58	22	0.94	1.96
			Ethnicity Asian/Pacific Islander	26	3.03%	21.42	7.59	2	1	0.93	2.07
			Ethnicity Black (not of Hispanic Origin)	182	21.19%	22.24	8.16	18	10	0.95	1.89
			Ethnicity Hispanic	66	7.68%	17.94	9.21	3	7	0.95	2.13
			Ethnicity American Indian/Alaska Native	15	1.75%	26.73	3.53	3	0	0.79	1.61
			Ethnicity White (not of Hispanic Origin)	568	66.12%	21.78	8.25	59	32	0.95	1.93
			ELP English Language Proficient	823	95.81%	21.67	8.33	83	47	0.95	1.93
			ELP Not English Language Proficient	36	4.19%	20.75	8.07	2	3	0.93	2.09
			SES Economically Disadvantaged	526	61.23%	22.66	7.72	63	25	0.94	1.89
			SES Not Economically Disadvantaged	333	38.77%	20.02	8.96	22	25	0.95	2.01

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 1
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading
(continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Reading	5	Gender	TOTAL	808	100%	21.53	8.43	71	31	0.95	1.95
			Female	274	33.91%	21.59	8.45	21	10	0.95	1.94
			Male	534	66.09%	21.51	8.42	50	21	0.95	1.95
		Ethnicity	Asian/Pacific Islander	20	2.48%	20.20	9.52	1	1	0.96	1.93
			Black (not of Hispanic Origin)	156	19.31%	23.44	6.92	13	3	0.92	1.91
			Hispanic	85	10.52%	21.29	8.68	9	3	0.95	1.93
			American Indian/Alaska Native	17	2.10%	22.12	8.48	0	1	0.95	1.90
			White (not of Hispanic Origin)	530	65.59%	21.05	8.69	48	23	0.95	1.96
		ELP	English Language Proficient	760	94.06%	21.55	8.47	68	31	0.95	1.94
			Not English Language Proficient	48	5.94%	21.25	7.81	3	0	0.93	2.02
		SES	Economically Disadvantaged	485	60.03%	22.82	7.82	51	14	0.94	1.87
			Not Economically Disadvantaged	323	39.98%	19.61	8.94	20	17	0.95	2.06

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 1
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading
(continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Reading	6		TOTAL	881	100%	21.74	7.90	68	35	0.94	1.94
			Gender Female	301	34.17%	20.99	8.36	21	14	0.94	1.97
			Male	580	65.83%	22.13	7.63	47	21	0.94	1.93
			Ethnicity Asian/Pacific Islander	31	3.52%	19.77	8.46	0	2	0.94	2.02
			Black (not of Hispanic Origin)	152	17.25%	22.97	7.86	16	9	0.95	1.81
			Hispanic	94	10.67%	21.15	8.18	8	3	0.94	1.98
			American Indian/Alaska Native	14	1.59%	20.14	11.00	0	2	0.98	1.70
			White (not of Hispanic Origin)	590	66.97%	21.66	7.73	44	19	0.94	1.97
			ELP English Language Proficient	830	94.21%	21.66	7.98	64	34	0.94	1.94
			Not English Language Proficient	51	5.79%	23.10	6.40	4	1	0.91	1.93
			SES Economically Disadvantaged	508	57.66%	22.57	7.35	42	15	0.93	1.90
			Not Economically Disadvantaged	373	42.34%	20.61	8.47	26	20	0.94	1.99

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 1
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading
(continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Reading	7		TOTAL	842	100%	21.01	8.86	47	51	0.95	2.02
			Gender Female	313	37.17%	20.54	9.31	10	23	0.95	1.99
			Male	529	62.83%	21.29	8.58	37	28	0.94	2.04
			Ethnicity Asian/Pacific Islander	18	2.14%	18.72	7.68	0	1	0.91	2.27
			Black (not of Hispanic Origin)	168	19.95%	22.78	8.02	7	5	0.94	1.96
			Hispanic	75	8.91%	21.28	8.57	3	4	0.94	2.02
			American Indian/Alaska Native	14	1.66%	24.43	6.56	1	0	0.92	1.86
			White (not of Hispanic Origin)	567	67.34%	20.44	9.15	36	41	0.95	2.03
			ELP English Language Proficient	800	95.01%	21.04	8.87	45	49	0.95	2.02
			Not English Language Proficient	42	4.99%	20.50	8.71	2	2	0.94	2.07
			SES Economically Disadvantaged	513	60.93%	22.78	7.96	36	19	0.94	1.95
			Not Economically Disadvantaged	329	39.07%	18.25	9.48	11	32	0.95	2.11

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 1
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading
(continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Reading	8	Gender	TOTAL	809	100%	20.44	8.95	72	58	0.95	1.96
			Female	290	35.85%	19.57	9.78	24	27	0.96	1.91
			Male	519	64.15%	20.93	8.42	48	31	0.94	1.99
		Ethnicity	Asian/Pacific Islander	33	4.08%	17.36	10.04	1	5	0.96	1.98
			Black (not of Hispanic Origin)	157	19.41%	20.95	8.24	9	8	0.94	2.01
			Hispanic	71	8.78%	21.06	8.20	7	4	0.94	1.99
			American Indian/Alaska Native	17	2.10%	20.29	8.66	1	1	0.95	2.03
			White (not of Hispanic Origin)	530	65.51%	20.44	9.14	54	39	0.95	1.94
		ELP	English Language Proficient	764	94.44%	20.35	9.05	70	57	0.95	1.96
			Not English Language Proficient	45	5.56%	21.91	6.85	2	1	0.91	2.04
		SES	Economically Disadvantaged	448	55.38%	21.99	8.04	47	20	0.94	1.93
			Not Economically Disadvantaged	361	44.62%	18.52	9.62	25	38	0.96	2.00

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 1
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading
(continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Reading	10	Gender	TOTAL	781	100%	21.61	7.74	32	41	0.93	2.00
			Female	287	36.75%	21.59	8.44	18	20	0.95	1.92
			Male	491	62.87%	21.62	7.33	14	21	0.92	2.05
		Ethnicity	Asian/Pacific Islander	33	4.23%	21.88	5.65	0	0	0.86	2.12
			Black (not of Hispanic Origin)	121	15.49%	22.14	7.04	4	5	0.92	1.99
			Hispanic	68	8.71%	22.81	7.37	3	3	0.93	1.91
			American Indian/Alaska Native	14	1.79%	22.79	7.46	3	0	0.93	1.95
			White (not of Hispanic Origin)	539	69.01%	21.27	8.07	22	33	0.94	2.01
		ELP	English Language Proficient	731	93.60%	21.56	7.89	32	41	0.94	1.99
			Not English Language Proficient	50	6.40%	22.42	5.10	0	0	0.83	2.11
		SES	Economically Disadvantaged	412	52.75%	22.91	6.77	18	14	0.92	1.95
			Not Economically Disadvantaged	369	47.25%	20.17	8.48	14	27	0.94	2.05

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 2
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—
Mathematics

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Mathematics	3		TOTAL	790	100%	22.01	9.00	14	40	0.93	2.37
			Gender Female	260	32.91%	21.45	9.31	7	16	0.94	2.36
			Male	530	67.09%	22.28	8.85	7	24	0.93	2.38
			Ethnicity Asian/Pacific Islander	44	5.57%	21.34	8.28	0	0	0.91	2.49
			Black (not of Hispanic Origin)	166	21.01%	22.73	8.69	1	8	0.93	2.36
			Hispanic	83	10.51%	21.82	10.08	0	7	0.95	2.26
			American Indian/Alaska Native	25	3.17%	23.24	9.15	0	2	0.94	2.20
			White (not of Hispanic Origin)	472	59.75%	21.78	8.99	13	23	0.93	2.39
			ELP English Language Proficient	717	90.76%	22.02	9.00	14	36	0.93	2.37
			Not English Language Proficient	73	9.24%	21.89	9.16	0	4	0.93	2.37
			SES Economically Disadvantaged	497	62.91%	22.82	8.75	11	20	0.93	2.33
			Not Economically Disadvantaged	293	37.09%	20.61	9.27	3	20	0.93	2.43

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Table 2
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—
Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Mathematics	4		TOTAL	857	100%	22.44	9.49	23	50	0.94	2.30
			Gender								
			Female	306	35.71%	21.22	10.25	8	28	0.95	2.26
			Male	551	64.29%	23.11	8.98	15	22	0.93	2.32
			Ethnicity								
			Asian/Pacific Islander	26	3.03%	21.81	7.94	1	1	0.90	2.49
			Black (not of Hispanic Origin)	181	21.12%	23.04	9.34	5	9	0.94	2.26
			Hispanic	66	7.70%	18.89	10.43	0	8	0.95	2.37
			American Indian/Alaska Native	15	1.75%	27.33	6.69	0	0	0.89	2.21
			White (not of Hispanic Origin)	567	66.16%	22.59	9.46	17	32	0.94	2.29
			ELP								
			English Language Proficient	821	95.80%	22.49	9.52	23	47	0.94	2.29
			Not English Language Proficient	36	4.20%	21.19	8.90	0	3	0.93	2.40
			SES								
			Economically Disadvantaged	525	61.26%	23.76	8.96	11	24	0.94	2.25
			Not Economically Disadvantaged	332	38.74%	20.34	9.94	12	26	0.94	2.35

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Table 2
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—
Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Mathematics	5		TOTAL	807	100%	23.07	9.29	23	35	0.94	2.27
			Gender								
			Female	275	34.08%	22.51	9.07	7	11	0.94	2.31
			Male	532	65.92%	23.35	9.39	16	24	0.94	2.26
			Ethnicity								
			Asian/Pacific Islander	20	2.48%	20.45	11.29	2	2	0.96	2.25
			Black (not of Hispanic Origin)	156	19.33%	24.95	8.52	4	3	0.94	2.15
			Hispanic	86	10.66%	23.06	8.69	3	3	0.93	2.35
			American Indian/Alaska Native	17	2.11%	25.00	8.55	0	0	0.94	2.16
			White (not of Hispanic Origin)	528	65.43%	22.55	9.48	14	27	0.94	2.30
			ELP								
			English Language Proficient	758	93.93%	23.03	9.38	20	34	0.94	2.27
			Not English Language Proficient	49	6.07%	23.65	7.78	3	1	0.91	2.38
			SES								
			Economically Disadvantaged	486	60.22%	24.71	8.82	20	16	0.94	2.17
			Not Economically Disadvantaged	321	39.78%	20.58	9.43	3	19	0.94	2.40

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Table 2
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—
Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Mathematics	6	Gender	TOTAL	880	100%	23.31	8.93	29	32	0.94	2.23
			Female	301	34.21%	22.32	9.23	13	14	0.94	2.25
			Male	579	65.80%	23.83	8.74	16	18	0.94	2.22
		Ethnicity	Asian/Pacific Islander	31	3.52%	21.26	8.68	0	2	0.93	2.33
			Black (not of Hispanic Origin)	152	17.27%	24.78	9.24	8	9	0.95	2.08
			Hispanic	94	10.68%	22.33	9.31	3	4	0.94	2.21
			American Indian/Alaska Native	14	1.59%	22.57	11.14	0	1	0.97	2.05
			White (not of Hispanic Origin)	589	66.93%	23.22	8.72	18	16	0.93	2.27
		ELP	English Language Proficient	829	94.21%	23.23	9.00	26	31	0.94	2.24
			Not English Language Proficient	51	5.80%	24.63	7.78	3	1	0.92	2.18
		SES	Economically Disadvantaged	507	57.61%	24.47	8.48	18	14	0.93	2.18
			Not Economically Disadvantaged	373	42.39%	21.74	9.29	11	18	0.94	2.29

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Table 2
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—
Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Mathematics	7	Gender	TOTAL	841	100%	21.32	9.74	15	54	0.94	2.28
			Female	313	37.22%	20.45	10.11	4	26	0.95	2.29
			Male	528	62.78%	21.84	9.48	11	28	0.94	2.28
		Ethnicity	Asian/Pacific Islander	18	2.14%	19.83	8.49	0	1	0.92	2.34
			Black (not of Hispanic Origin)	168	19.98%	22.82	8.84	0	6	0.93	2.26
			Hispanic	75	8.92%	22.00	9.74	3	5	0.95	2.26
			American Indian/Alaska Native	14	1.67%	24.57	8.21	0	0	0.93	2.18
			White (not of Hispanic Origin)	566	67.30%	20.76	10.01	12	42	0.95	2.29
		ELP	English Language Proficient	799	95.01%	21.26	9.75	14	51	0.94	2.29
			Not English Language Proficient	42	4.99%	22.50	9.56	1	3	0.95	2.24
		SES	Economically Disadvantaged	513	61.00%	23.19	8.90	9	23	0.94	2.23
			Not Economically Disadvantaged	328	39.00%	18.40	10.27	6	31	0.95	2.36

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Table 2
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—
Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Mathematics	8	Gender	TOTAL	808	100%	21.12	9.99	19	58	0.95	2.30
			Female	290	35.89%	19.52	10.48	5	28	0.95	2.32
			Male	518	64.11%	22.01	9.59	14	30	0.94	2.29
		Ethnicity	Asian/Pacific Islander	33	4.08%	17.48	10.25	0	5	0.94	2.42
			Black (not of Hispanic Origin)	157	19.43%	21.82	9.21	0	8	0.93	2.35
			Hispanic	71	8.79%	22.08	8.97	2	3	0.93	2.36
			American Indian/Alaska Native	17	2.10%	22.35	9.99	1	1	0.95	2.21
			White (not of Hispanic Origin)	529	65.47%	21.01	10.26	16	40	0.95	2.27
		ELP	English Language Proficient	763	94.43%	20.94	10.15	19	58	0.95	2.29
			Not English Language Proficient	45	5.57%	24.20	5.82	0	0	0.83	2.39
		SES	Economically Disadvantaged	448	55.45%	23.15	9.05	11	21	0.94	2.26
			Not Economically Disadvantaged	360	44.55%	18.59	10.52	8	37	0.95	2.33

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Table 2
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—
Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Mathematics	10	Gender	TOTAL	781	100%	20.49	8.44	7	40	0.92	2.44
			Female	287	36.75%	19.75	8.60	4	19	0.92	2.44
			Male	491	62.87%	20.94	8.33	3	21	0.91	2.43
		Ethnicity	Asian/Pacific Islander	33	4.23%	22.21	6.47	1	0	0.85	2.46
			Black (not of Hispanic Origin)	121	15.49%	20.98	7.41	0	5	0.89	2.47
			Hispanic	68	8.71%	22.53	8.15	1	3	0.91	2.38
			American Indian/Alaska Native	14	1.79%	20.14	9.20	0	0	0.93	2.48
			White (not of Hispanic Origin)	539	69.01%	20.02	8.75	5	32	0.92	2.43
		ELP	English Language Proficient	731	93.60%	20.35	8.54	5	40	0.92	2.43
			Not English Language Proficient	50	6.40%	22.64	6.56	2	0	0.86	2.45
		SES	Economically Disadvantaged	412	52.75%	22.23	7.63	6	12	0.90	2.41
			Not Economically Disadvantaged	369	47.25%	18.56	8.89	1	28	0.92	2.46

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Table 3**Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Science**

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Science	4		TOTAL	853	100%	27.59	11.05	121	56	0.97	1.89
			Gender								
			Female	304	35.64%	26.54	11.99	41	30	0.98	1.86
			Male	549	64.36%	28.17	10.46	80	26	0.97	1.90
			Ethnicity								
			Asian/Pacific Islander	26	3.05%	26.08	9.94	2	1	0.95	2.16
			Black (not of Hispanic Origin)	179	20.99%	28.04	11.08	22	14	0.97	1.82
			Hispanic	66	7.74%	23.47	12.27	2	8	0.97	2.07
			American Indian/Alaska Native	14	1.64%	32.29	7.84	3	0	0.96	1.56
			White (not of Hispanic Origin)	566	66.35%	27.91	10.91	92	33	0.97	1.87
			ELP								
			English Language Proficient	817	95.78%	27.65	11.09	119	53	0.97	1.87
			Not English Language Proficient	36	4.22%	26.19	10.18	2	3	0.96	2.14
			SES								
			Economically Disadvantaged	521	61.08%	29.09	10.13	83	27	0.97	1.81
			Not Economically Disadvantaged	332	38.92%	25.23	12.00	38	29	0.97	2.00

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Table 3
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Science
(continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Science	8		TOTAL	807	100%	29.45	11.49	89	54	0.97	1.98
			Gender Female	289	35.81%	27.83	12.58	25	22	0.97	2.01
			Male	518	64.19%	30.35	10.73	64	32	0.97	1.96
			Ethnicity Asian/Pacific Islander	33	4.09%	25.21	13.49	2	5	0.97	2.14
			Black (not of Hispanic Origin)	157	19.46%	30.83	9.99	9	7	0.96	1.97
			Hispanic	71	8.80%	30.58	9.88	6	3	0.96	2.04
			American Indian/Alaska Native	17	2.11%	30.53	10.32	2	1	0.96	1.94
			White (not of Hispanic Origin)	528	65.43%	29.17	11.89	70	37	0.97	1.97
			ELP English Language Proficient	762	94.42%	29.24	11.68	86	54	0.97	1.98
			Not English Language Proficient	45	5.58%	32.91	6.50	3	0	0.90	2.05
			SES Economically Disadvantaged	448	55.51%	31.64	9.94	61	20	0.96	1.87
			Not Economically Disadvantaged	359	44.49%	26.71	12.66	28	34	0.97	2.11

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 3
Descriptive Statistics by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Science
(continued)

Content	Grade	Variable	Subgroup	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
						Mean	SD				
Science	10	Gender	TOTAL	779	100%	30.86	10.43	88	39	0.96	2.07
			Female	287	36.84%	30.37	11.35	28	19	0.97	2.01
			Male	489	62.77%	31.12	9.87	60	20	0.95	2.10
		Ethnicity	Asian/Pacific Islander	33	4.24%	31.58	7.70	3	0	0.91	2.31
			Black (not of Hispanic Origin)	120	15.40%	31.98	9.50	17	5	0.96	2.00
			Hispanic	68	8.73%	33.06	9.10	5	3	0.96	1.85
			American Indian/Alaska Native	14	1.80%	31.57	9.94	2	0	0.96	1.97
			White (not of Hispanic Origin)	538	69.06%	30.24	10.94	61	31	0.96	2.09
		ELP	English Language Proficient	729	93.58%	30.70	10.65	81	39	0.96	2.06
			Not English Language Proficient	50	6.42%	33.20	6.03	7	0	0.88	2.13
		SES	Economically Disadvantaged	411	52.76%	32.89	8.65	53	13	0.95	1.92
			Not Economically Disadvantaged	368	47.24%	28.59	11.71	35	26	0.96	2.21

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Table 4
Descriptive Statistics by Disability—Reading

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	3	Autism	214	27.09%	18.52	8.56	4	8	0.94	2.18
		Cognitive Disability	346	43.80%	20.13	7.22	5	17	0.91	2.20
		Deaf-Blind	0	0.00%	—	—	—	—	—	—
		Emotional Behavioral Disability	14	1.77%	26.14	3.35	1	0	0.74	1.71
		Hearing Impairment	3	0.38%	—	—	—	—	—	—
		Specific Learning Disability	31	3.92%	25.32	4.15	1	0	0.81	1.79
		Other Health Impairment	124	15.70%	21.75	8.05	4	7	0.94	1.98
		Orthopedic Impairment	19	2.41%	18.47	8.74	0	1	0.93	2.25
		Speech or Language Impairment	21	2.66%	25.19	3.44	0	0	0.71	1.85
		Traumatic Brain Injury	8	1.01%	—	—	—	—	—	—
		Visual Impairment	3	0.38%	—	—	—	—	—	—
		Significant Developmental Delay	0	0.00%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	6	0.76%	—	—	—	—	—	—
		Not Specified	1	0.13%	—	—	—	—	—	—

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 4
Descriptive Statistics by Disability—Reading (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	4	Autism	193	22.47%	21.37	8.33	20	7	0.94	1.99
		Cognitive Disability	428	49.83%	21.87	7.40	22	19	0.93	1.99
		Deaf-Blind	0	0.00%	—	—	—	—	—	—
		Emotional Behavioral Disability	14	1.63%	27.07	2.62	4	0	0.70	1.44
		Hearing Impairment	3	0.35%	—	—	—	—	—	—
		Specific Learning Disability	38	4.42%	28.32	2.24	16	0	0.70	1.24
		Other Health Impairment	130	15.13%	20.38	9.97	16	14	0.97	1.83
		Orthopedic Impairment	11	1.28%	10.55	8.30	0	3	0.92	2.34
		Speech or Language Impairment	20	2.33%	26.40	5.12	6	0	0.90	1.58
		Traumatic Brain Injury	12	1.40%	13.25	10.38	0	3	0.96	2.08
		Visual Impairment	3	0.35%	—	—	—	—	—	—
		Significant Developmental Delay	0	0.00%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	6	0.70%	—	—	—	—	—	—
		Not Specified	1	0.12%	—	—	—	—	—	—

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 4
Descriptive Statistics by Disability—Reading (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	5	Autism	184	22.77%	19.97	8.78	13	6	0.95	2.03
		Cognitive Disability	425	52.60%	21.62	8.09	30	16	0.94	1.97
		Deaf-Blind	0	0.00%	—	—	—	—	—	—
		Emotional Behavioral Disability	10	1.24%	26.20	4.13	2	0	0.83	1.72
		Hearing Impairment	4	0.50%	—	—	—	—	—	—
		Specific Learning Disability	46	5.69%	28.02	1.93	13	0	0.52	1.33
		Other Health Impairment	99	12.25%	22.62	7.94	10	2	0.94	1.92
		Orthopedic Impairment	16	1.98%	11.88	10.07	0	5	0.96	2.04
		Speech or Language Impairment	4	0.50%	—	—	—	—	—	—
		Traumatic Brain Injury	14	1.73%	20.07	10.98	2	2	0.97	1.83
		Visual Impairment	1	0.12%	—	—	—	—	—	—
		Significant Developmental Delay	0	0.00%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	4	0.50%	—	—	—	—	—	—
		Not Specified	1	0.12%	—	—	—	—	—	—

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Table 4
Descriptive Statistics by Disability—Reading (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	6	Autism	200	22.70%	19.81	7.87	8	6	0.93	2.11
		Cognitive Disability	471	53.46%	21.45	7.81	24	23	0.94	1.96
		Deaf-Blind	0	0.00%	—	—	—	—	—	—
		Emotional Behavioral Disability	21	2.38%	27.67	1.83	4	0	0.41	1.41
		Hearing Impairment	1	0.11%	—	—	—	—	—	—
		Specific Learning Disability	38	4.31%	28.47	2.09	15	0	0.71	1.13
		Other Health Impairment	100	11.35%	23.69	7.61	12	3	0.95	1.76
		Orthopedic Impairment	24	2.72%	19.75	10.34	4	2	0.97	1.87
		Speech or Language Impairment	10	1.14%	26.20	4.98	1	0	0.89	1.64
		Traumatic Brain Injury	9	1.02%	—	—	—	—	—	—
		Visual Impairment	4	0.45%	—	—	—	—	—	—
		Significant Developmental Delay	0	0.00%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	3	0.34%	—	—	—	—	—	—
		Not Specified	0	0.00%	—	—	—	—	—	—

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Table 4
Descriptive Statistics by Disability—Reading (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	7	Autism	149	17.70%	18.99	8.29	6	8	0.93	2.20
		Cognitive Disability	483	57.36%	20.41	8.96	17	34	0.95	2.04
		Deaf-Blind	0	0.00%	—	—	—	—	—	—
		Emotional Behavioral Disability	20	2.38%	25.95	3.47	2	0	0.69	1.92
		Hearing Impairment	7	0.83%	—	—	—	—	—	—
		Specific Learning Disability	43	5.11%	28.70	2.19	8	0	0.59	1.40
		Other Health Impairment	114	13.54%	22.69	9.39	12	7	0.96	1.81
		Orthopedic Impairment	15	1.78%	18.67	9.82	1	1	0.95	2.16
		Speech or Language Impairment	2	0.24%	—	—	—	—	—	—
		Traumatic Brain Injury	4	0.48%	—	—	—	—	—	—
		Visual Impairment	3	0.36%	—	—	—	—	—	—
		Significant Developmental Delay	0	0.00%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	0	0.00%	—	—	—	—	—	—
		Not Specified	2	0.24%	—	—	—	—	—	—

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Table 4
Descriptive Statistics by Disability—Reading (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	8	Autism	147	18.17%	18.11	8.27	6	7	0.93	2.17
		Cognitive Disability	457	56.49%	20.19	9.02	29	37	0.95	1.97
		Deaf-Blind	0	0.00%	—	—	—	—	—	—
		Emotional Behavioral Disability	24	2.97%	25.46	5.23	3	0	0.89	1.76
		Hearing Impairment	3	0.37%	—	—	—	—	—	—
		Specific Learning Disability	41	5.07%	27.00	4.54	15	0	0.90	1.47
		Other Health Impairment	104	12.86%	21.56	9.24	15	9	0.96	1.83
		Orthopedic Impairment	18	2.23%	17.83	9.64	3	1	0.95	2.06
		Speech or Language Impairment	3	0.37%	—	—	—	—	—	—
		Traumatic Brain Injury	7	0.87%	—	—	—	—	—	—
		Visual Impairment	2	0.25%	—	—	—	—	—	—
		Significant Developmental Delay	0	0.00%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	2	0.25%	—	—	—	—	—	—
		Not Specified	1	0.12%	—	—	—	—	—	—

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Table 4
Descriptive Statistics by Disability—Reading (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	10	Autism	153	19.59%	19.82	8.20	6	10	0.93	2.11
		Cognitive Disability	476	60.95%	21.32	7.71	14	25	0.93	2.03
		Deaf-Blind	0	0.00%	—	—	—	—	—	—
		Emotional Behavioral Disability	15	1.92%	27.13	2.42	1	0	0.59	1.55
		Hearing Impairment	3	0.38%	—	—	—	—	—	—
		Specific Learning Disability	26	3.33%	27.31	1.91	2	0	0.41	1.47
		Other Health Impairment	62	7.94%	24.08	7.30	7	3	0.94	1.76
		Orthopedic Impairment	14	1.79%	18.36	9.72	1	2	0.96	2.02
		Speech or Language Impairment	7	0.90%	—	—	—	—	—	—
		Traumatic Brain Injury	5	0.64%	—	—	—	—	—	—
		Visual Impairment	2	0.26%	—	—	—	—	—	—
		Significant Developmental Delay	0	0.00%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	15	1.92%	23.67	5.14	0	0	0.86	1.96
		Not Specified	3	0.38%	—	—	—	—	—	—

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Table 5
Descriptive Statistics by Disability—Mathematics

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	3	Autism	212	26.84%	20.45	8.90	2	8	0.92	2.47
		Cognitive Disability	348	44.05%	21.48	8.63	2	20	0.92	2.40
		Deaf-Blind	0	0.00%	—	—	—	—	—	—
		Emotional Behavioral Disability	14	1.77%	28.36	3.91	0	0	0.72	2.06
		Hearing Impairment	3	0.38%	—	—	—	—	—	—
		Specific Learning Disability	31	3.92%	28.61	4.72	1	0	0.82	1.98
		Other Health Impairment	124	15.70%	23.68	9.55	7	8	0.95	2.19
		Orthopedic Impairment	19	2.41%	19.84	11.04	0	1	0.95	2.35
		Speech or Language Impairment	21	2.66%	27.86	4.59	2	0	0.79	2.11
		Traumatic Brain Injury	8	1.01%	—	—	—	—	—	—
		Visual Impairment	3	0.38%	—	—	—	—	—	—
		Significant Developmental Delay	0	0.00%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	6	0.76%	—	—	—	—	—	—
		Not Specified	1	0.13%	—	—	—	—	—	—

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Table 5
Descriptive Statistics by Disability—Mathematics (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	4	Autism	191	22.29%	21.22	9.12	6	6	0.93	2.41
		Cognitive Disability	428	49.94%	22.63	8.59	4	18	0.93	2.34
		Deaf-Blind	0	0.00%	—	—	—	—	—	—
		Emotional Behavioral Disability	14	1.63%	29.50	2.56	1	0	0.42	1.96
		Hearing Impairment	3	0.35%	—	—	—	—	—	—
		Specific Learning Disability	38	4.43%	31.92	1.44	5	0	0.08	1.38
		Other Health Impairment	130	15.17%	21.32	11.28	6	15	0.96	2.15
		Orthopedic Impairment	11	1.28%	12.73	10.79	0	3	0.96	2.25
		Speech or Language Impairment	20	2.33%	29.15	6.23	1	0	0.91	1.84
		Traumatic Brain Injury	12	1.40%	13.92	12.20	0	4	0.97	2.28
		Visual Impairment	3	0.35%	—	—	—	—	—	—
		Significant Developmental Delay	0	0.00%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	6	0.70%	—	—	—	—	—	—
		Not Specified	1	0.12%	—	—	—	—	—	—

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Table 5
Descriptive Statistics by Disability—Mathematics (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	5	Autism	182	22.55%	20.65	9.27	3	9	0.93	2.41
		Cognitive Disability	426	52.79%	23.11	8.83	6	17	0.93	2.29
		Deaf-Blind	0	0.00%	—	—	—	—	—	—
		Emotional Behavioral Disability	10	1.24%	29.80	3.16	1	0	0.64	1.90
		Hearing Impairment	4	0.50%	—	—	—	—	—	—
		Specific Learning Disability	46	5.70%	31.65	2.14	8	0	0.56	1.42
		Other Health Impairment	99	12.27%	24.43	8.78	2	2	0.94	2.22
		Orthopedic Impairment	16	1.98%	13.63	10.92	0	5	0.95	2.36
		Speech or Language Impairment	4	0.50%	—	—	—	—	—	—
		Traumatic Brain Injury	14	1.74%	22.57	14.50	2	2	0.99	1.53
		Visual Impairment	1	0.12%	—	—	—	—	—	—
		Significant Developmental Delay	0	0.00%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	4	0.50%	—	—	—	—	—	—
		Not Specified	1	0.12%	—	—	—	—	—	—

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Table 5
Descriptive Statistics by Disability—Mathematics (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	6	Autism	200	22.73%	21.67	8.65	2	5	0.92	2.39
		Cognitive Disability	470	53.41%	22.67	8.91	11	22	0.94	2.25
		Deaf-Blind	0	0.00%	—	—	—	—	—	—
		Emotional Behavioral Disability	21	2.39%	30.10	2.57	2	0	0.50	1.81
		Hearing Impairment	1	0.11%	—	—	—	—	—	—
		Specific Learning Disability	38	4.32%	31.29	2.72	8	0	0.67	1.55
		Other Health Impairment	100	11.36%	25.78	8.61	2	2	0.94	2.04
		Orthopedic Impairment	24	2.73%	20.83	11.63	2	2	0.97	2.13
		Speech or Language Impairment	10	1.14%	28.90	5.22	1	0	0.87	1.88
		Traumatic Brain Injury	9	1.02%	—	—	—	—	—	—
		Visual Impairment	4	0.46%	—	—	—	—	—	—
		Significant Developmental Delay	0	0.00%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	3	0.34%	—	—	—	—	—	—
		Not Specified	0	0.00%	—	—	—	—	—	—

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Table 5
Descriptive Statistics by Disability—Mathematics (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	7	Autism	149	17.72%	19.22	9.28	2	8	0.93	2.39
		Cognitive Disability	482	57.31%	20.66	9.73	8	35	0.94	2.32
		Deaf-Blind	0	0.00%	—	—	—	—	—	—
		Emotional Behavioral Disability	20	2.38%	26.55	5.62	0	0	0.84	2.22
		Hearing Impairment	7	0.83%	—	—	—	—	—	—
		Specific Learning Disability	43	5.11%	30.65	2.48	3	0	0.58	1.61
		Other Health Impairment	114	13.56%	22.54	10.26	1	9	0.96	2.16
		Orthopedic Impairment	15	1.78%	18.40	10.38	1	1	0.95	2.39
		Speech or Language Impairment	2	0.24%	—	—	—	—	—	—
		Traumatic Brain Injury	4	0.48%	—	—	—	—	—	—
		Visual Impairment	3	0.36%	—	—	—	—	—	—
		Significant Developmental Delay	0	0.00%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	0	0.00%	—	—	—	—	—	—
		Not Specified	2	0.24%	—	—	—	—	—	—

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Table 5
Descriptive Statistics by Disability—Mathematics (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	8	Autism	146	18.07%	18.92	9.33	4	7	0.93	2.51
		Cognitive Disability	457	56.56%	20.75	9.99	3	35	0.95	2.30
		Deaf-Blind	0	0.00%	—	—	—	—	—	—
		Emotional Behavioral Disability	24	2.97%	27.33	7.26	2	0	0.93	1.93
		Hearing Impairment	3	0.37%	—	—	—	—	—	—
		Specific Learning Disability	41	5.07%	29.68	4.89	6	0	0.89	1.62
		Other Health Impairment	104	12.87%	21.62	10.10	2	10	0.95	2.24
		Orthopedic Impairment	18	2.23%	16.44	10.00	1	2	0.94	2.47
		Speech or Language Impairment	3	0.37%	—	—	—	—	—	—
		Traumatic Brain Injury	7	0.87%	—	—	—	—	—	—
		Visual Impairment	2	0.25%	—	—	—	—	—	—
		Significant Developmental Delay	0	0.00%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	2	0.25%	—	—	—	—	—	—
		Not Specified	1	0.12%	—	—	—	—	—	—

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Table 5
Descriptive Statistics by Disability—Mathematics (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	10	Autism	153	19.59%	18.97	8.43	1	8	0.91	2.50
		Cognitive Disability	476	60.95%	19.82	8.26	1	26	0.91	2.46
		Deaf-Blind	0	0.00%	—	—	—	—	—	—
		Emotional Behavioral Disability	15	1.92%	26.73	3.92	0	0	0.69	2.16
		Hearing Impairment	3	0.38%	—	—	—	—	—	—
		Specific Learning Disability	26	3.33%	29.65	3.35	4	0	0.67	1.91
		Other Health Impairment	62	7.94%	23.35	8.21	1	3	0.92	2.29
		Orthopedic Impairment	14	1.79%	17.64	11.24	0	2	0.96	2.24
		Speech or Language Impairment	7	0.90%	—	—	—	—	—	—
		Traumatic Brain Injury	5	0.64%	—	—	—	—	—	—
		Visual Impairment	2	0.26%	—	—	—	—	—	—
		Significant Developmental Delay	0	0.00%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	15	1.92%	21.07	7.27	0	0	0.87	2.57
		Not Specified	3	0.38%	—	—	—	—	—	—

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Table 6
Descriptive Statistics by Disability—Science

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Science	4	Autism	189	22.16%	25.26	10.99	16	10	0.96	2.14
		Cognitive Disability	426	49.94%	28.78	9.81	50	19	0.96	1.88
		Deaf-Blind	0	0.00%	—	—	—	—	—	—
		Emotional Behavioral Disability	14	1.64%	36.14	0.95	6	0	0.18	0.86
		Hearing Impairment	3	0.35%	—	—	—	—	—	—
		Specific Learning Disability	38	4.46%	36.00	1.82	20	0	0.74	0.92
		Other Health Impairment	130	15.24%	25.76	13.17	21	16	0.98	1.76
		Orthopedic Impairment	11	1.29%	15.18	12.71	0	3	0.97	2.22
		Speech or Language Impairment	20	2.35%	33.25	7.01	8	0	0.96	1.40
		Traumatic Brain Injury	12	1.41%	16.92	14.60	0	4	0.98	1.96
		Visual Impairment	3	0.35%	—	—	—	—	—	—
		Significant Developmental Delay	0	0.00%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	6	0.70%	—	—	—	—	—	—
		Not Specified	1	0.12%	—	—	—	—	—	—

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Table 6
Descriptive Statistics by Disability—Science (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Science	8	Autism	146	18.09%	26.51	11.21	7	8	0.96	2.30
		Cognitive Disability	456	56.51%	29.52	11.47	41	32	0.97	1.96
		Deaf-Blind	0	0.00%	—	—	—	—	—	—
		Emotional Behavioral Disability	24	2.97%	36.13	4.30	8	0	0.88	1.50
		Hearing Impairment	3	0.37%	—	—	—	—	—	—
		Specific Learning Disability	41	5.08%	37.00	3.61	17	0	0.88	1.25
		Other Health Impairment	104	12.89%	29.66	12.21	10	9	0.98	1.88
		Orthopedic Impairment	18	2.23%	25.94	12.84	2	1	0.97	2.15
		Speech or Language Impairment	3	0.37%	—	—	—	—	—	—
		Traumatic Brain Injury	7	0.87%	—	—	—	—	—	—
		Visual Impairment	2	0.25%	—	—	—	—	—	—
		Significant Developmental Delay	0	0.00%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	2	0.25%	—	—	—	—	—	—
		Not Specified	1	0.12%	—	—	—	—	—	—

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Table 6
Descriptive Statistics by Disability—Science (continued)

Content	Grade	Primary Disability	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Science	10	Autism	153	19.64%	27.86	10.56	11	8	0.95	2.40
		Cognitive Disability	476	61.10%	30.88	10.52	51	26	0.96	2.05
		Deaf-Blind	0	0.00%	—	—	—	—	—	—
		Emotional Behavioral Disability	15	1.93%	37.53	1.13	2	0	-0.19	1.23
		Hearing Impairment	3	0.39%	—	—	—	—	—	—
		Specific Learning Disability	26	3.34%	37.73	1.00	6	0	-0.31	1.15
		Other Health Impairment	61	7.83%	33.31	10.08	11	2	0.97	1.69
		Orthopedic Impairment	13	1.67%	25.85	14.88	2	2	0.98	2.19
		Speech or Language Impairment	7	0.90%	—	—	—	—	—	—
		Traumatic Brain Injury	5	0.64%	—	—	—	—	—	—
		Visual Impairment	2	0.26%	—	—	—	—	—	—
		Significant Developmental Delay	0	0.00%	—	—	—	—	—	—
		Not IDEA Eligible or No Disability	15	1.93%	32.73	6.31	0	0	0.89	2.08
		Not Specified	3	0.39%	—	—	—	—	—	—

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Table 7
Descriptive Statistics by Accommodation—Reading

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	3	Used Translation	0	0.00%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	0	0.00%	—	—	—	—	—	—
		Used Braille	1	0.13%	—	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	17	2.15%	16.35	7.34	0	0	0.89	2.41
		Used Objects or Manipulatives	23	2.91%	13.87	9.34	0	4	0.94	2.22
		Used Another DPI-Approved Accommodation	129	16.33%	20.40	7.18	2	3	0.91	2.20
		No Accommodation Used	636	80.51%	20.56	7.82	15	29	0.93	2.11
	4	Used Translation	0	0.00%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	0	0.00%	—	—	—	—	—	—
		Used Braille	1	0.12%	—	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	22	2.56%	16.14	7.21	0	2	0.89	2.43
		Used Objects or Manipulatives	17	1.98%	11.41	8.87	0	4	0.94	2.19
		Used Another DPI-Approved Accommodation	139	16.18%	20.63	9.06	15	10	0.95	1.95
		No Accommodation Used	693	80.68%	22.13	8.02	70	36	0.94	1.92

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Table 7
Descriptive Statistics by Accommodation—Reading (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	5	Used Translation	0	0.00%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	0	0.00%	—	—	—	—	—	—
		Used Braille	0	0.00%	—	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	20	2.48%	13.80	7.64	0	1	0.90	2.45
		Used Objects or Manipulatives	19	2.35%	19.16	7.24	1	0	0.90	2.31
		Used Another DPI-Approved Accommodation	121	14.98%	19.41	9.70	12	8	0.96	1.99
		No Accommodation Used	666	82.43%	22.09	8.08	59	22	0.94	1.92
	6	Used Translation	0	0.00%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	0	0.00%	—	—	—	—	—	—
		Used Braille	2	0.23%	—	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	34	3.86%	15.65	9.57	3	3	0.95	2.14
		Used Objects or Manipulatives	27	3.07%	17.93	9.19	3	1	0.94	2.18
		Used Another DPI-Approved Accommodation	115	13.05%	21.84	7.46	9	2	0.93	1.98
		No Accommodation Used	733	83.20%	22.12	7.72	59	29	0.94	1.92

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Table 7
Descriptive Statistics by Accommodation—Reading (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	7	Used Translation	0	0.00%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	0	0.00%	—	—	—	—	—	—
		Used Braille	2	0.24%	—	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	35	4.16%	9.83	7.57	0	7	0.91	2.21
		Used Objects or Manipulatives	26	3.09%	10.88	8.66	0	5	0.94	2.15
		Used Another DPI-Approved Accommodation	92	10.93%	19.39	9.37	3	6	0.95	2.09
		No Accommodation Used	715	84.92%	21.75	8.49	44	38	0.94	2.00
	8	Used Translation	0	0.00%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	0	0.00%	—	—	—	—	—	—
		Used Braille	0	0.00%	—	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	24	2.97%	10.58	9.04	0	8	0.95	2.12
		Used Objects or Manipulatives	16	1.98%	9.44	9.11	0	5	0.95	2.06
		Used Another DPI-Approved Accommodation	69	8.53%	21.14	7.49	7	2	0.92	2.06
		No Accommodation Used	713	88.13%	20.79	8.86	65	49	0.95	1.94

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Table 7
Descriptive Statistics by Accommodation—Reading (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Reading	10	Used Translation	0	0.00%	–	–	–	–	–	–
		Signed Test Questions and Content to Student	0	0.00%	–	–	–	–	–	–
		Used Braille	1	0.13%	–	–	–	–	–	–
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	26	3.33%	12.15	10.06	0	8	0.96	2.08
		Used Objects or Manipulatives	20	2.56%	10.00	8.61	0	7	0.94	2.08
		Used Another DPI-Approved Accommodation	77	9.86%	21.74	8.01	8	5	0.94	1.95
		No Accommodation Used	669	85.66%	22.13	7.27	24	26	0.92	2.00

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Table 8
Descriptive Statistics by Accommodation—Mathematics

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	3	Used Translation	10	1.27%	15.40	10.71	0	2	0.96	2.21
		Signed Test Questions and Content to Student	8	1.01%	—	—	—	—	—	—
		Used Braille	1	0.13%	—	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	20	2.53%	16.10	8.98	0	1	0.91	2.65
		Used Objects or Manipulatives	75	9.49%	19.01	9.59	2	7	0.94	2.42
		Used Another DPI-Approved Accommodation	137	17.34%	22.22	8.12	3	5	0.91	2.44
		No Accommodation Used	584	73.92%	22.43	8.96	10	28	0.93	2.35
	4	Used Translation	6	0.70%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	8	0.93%	—	—	—	—	—	—
		Used Braille	1	0.12%	—	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	24	2.80%	17.71	6.80	0	1	0.85	2.67
		Used Objects or Manipulatives	69	8.05%	19.68	9.62	1	6	0.94	2.39
		Used Another DPI-Approved Accommodation	139	16.22%	21.35	9.98	6	10	0.95	2.31
		No Accommodation Used	649	75.73%	23.06	9.31	17	35	0.94	2.27

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Table 8
Descriptive Statistics by Accommodation—Mathematics (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	5	Used Translation	10	1.24%	18.10	7.78	0	0	0.88	2.67
		Signed Test Questions and Content to Student	11	1.36%	17.36	9.68	0	1	0.93	2.49
		Used Braille	0	0.00%	—	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	22	2.73%	13.68	7.65	0	2	0.89	2.59
		Used Objects or Manipulatives	54	6.69%	21.07	8.72	1	1	0.92	2.42
		Used Another DPI-Approved Accommodation	123	15.24%	20.81	10.49	2	9	0.95	2.29
		No Accommodation Used	627	77.70%	23.90	8.85	20	23	0.94	2.25
	6	Used Translation	7	0.80%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	9	1.02%	—	—	—	—	—	—
		Used Braille	3	0.34%	—	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	31	3.52%	17.61	9.52	0	0	0.93	2.49
		Used Objects or Manipulatives	68	7.73%	20.03	8.81	0	2	0.92	2.43
		Used Another DPI-Approved Accommodation	117	13.30%	23.52	8.45	1	2	0.93	2.29
		No Accommodation Used	697	79.21%	23.81	8.83	28	28	0.94	2.20

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Table 8
Descriptive Statistics by Accommodation—Mathematics (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	7	Used Translation	3	0.36%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	7	0.83%	—	—	—	—	—	—
		Used Braille	2	0.24%	—	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	34	4.04%	10.94	8.60	0	5	0.92	2.39
		Used Objects or Manipulatives	45	5.35%	14.53	10.02	0	7	0.94	2.44
		Used Another DPI-Approved Accommodation	92	10.94%	19.32	10.41	3	7	0.95	2.31
		No Accommodation Used	698	83.00%	22.07	9.44	12	41	0.94	2.26
	8	Used Translation	6	0.74%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	5	0.62%	—	—	—	—	—	—
		Used Braille	0	0.00%	—	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	22	2.72%	10.95	9.30	0	6	0.94	2.30
		Used Objects or Manipulatives	48	5.94%	11.67	9.49	1	9	0.94	2.31
		Used Another DPI-Approved Accommodation	70	8.66%	21.79	8.39	2	2	0.92	2.41
		No Accommodation Used	684	84.65%	21.74	9.82	16	46	0.95	2.28

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Table 8
Descriptive Statistics by Accommodation—Mathematics (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Mathematics	10	Used Translation	2	0.26%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	7	0.90%	—	—	—	—	—	—
		Used Braille	1	0.13%	—	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	24	3.07%	9.96	9.01	0	8	0.94	2.17
		Used Objects or Manipulatives	53	6.79%	15.21	9.09	1	10	0.92	2.50
		Used Another DPI-Approved Accommodation	78	9.99%	20.77	8.37	0	3	0.91	2.45
		No Accommodation Used	638	81.69%	21.11	8.12	6	25	0.91	2.42

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Table 9
Descriptive Statistics by Accommodation—Science

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Science	4	Used Translation	5	0.59%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	8	0.94%	—	—	—	—	—	—
		Used Braille	1	0.12%	—	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	20	2.35%	19.25	9.01	0	1	0.91	2.63
		Used Objects or Manipulatives	19	2.23%	13.26	10.92	0	5	0.96	2.30
		Used Another DPI-Approved Accommodation	136	15.94%	25.66	11.76	9	13	0.97	2.00
		No Accommodation Used	681	79.84%	28.45	10.69	112	39	0.97	1.83
	8	Used Translation	5	0.62%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	5	0.62%	—	—	—	—	—	—
		Used Braille	0	0.00%	—	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	22	2.73%	17.09	13.27	1	5	0.97	2.40
		Used Objects or Manipulatives	19	2.35%	15.79	12.42	1	3	0.96	2.51
		Used Another DPI-Approved Accommodation	69	8.55%	30.46	9.06	6	1	0.95	2.12
		No Accommodation Used	702	86.99%	29.93	11.37	83	48	0.97	1.93

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Table 9
Descriptive Statistics by Accommodation—Science (continued)

Content	Grade	Accommodations	Sample Size	%	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
					Mean	SD				
Science	10	Used Translation	1	0.13%	—	—	—	—	—	—
		Signed Test Questions and Content to Student	6	0.77%	—	—	—	—	—	—
		Used Braille	1	0.13%	—	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	25	3.21%	16.44	14.18	1	8	0.97	2.30
		Used Objects or Manipulatives	25	3.21%	18.96	13.74	0	7	0.97	2.46
		Used Another DPI-Approved Accommodation	78	10.01%	30.74	10.28	7	3	0.96	2.13
		No Accommodation Used	658	84.47%	31.65	9.76	80	26	0.96	2.02

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Table 10
Reading Test Design: Number of Items and Score Points per Standard per Grade
and Maximum Score Possible

Content	Grade	Code	Critical Concept Title	Total Number of Items	Number of Items	Number SR Items	Number 2 Point CR	Points	Max Score
Reading	3	A	Determines Meaning	28	7	7	0	7	30
		B	Understands Text		7	5	2	9	
		C	Analyzes Text		7	7	0	7	
		D	Evaluates/Extends Text		7	7	0	7	
	4	A	Determines Meaning	28	7	6	1	8	30
		B	Understands Text		7	6	1	8	
		C	Analyzes Text		7	7	0	7	
		D	Evaluates/Extends Text		7	7	0	7	
	5	A	Determines Meaning	28	7	6	1	8	30
		B	Understands Text		7	6	1	8	
		C	Analyzes Text		7	7	0	7	
		D	Evaluates/Extends Text		7	7	0	7	
	6	A	Determines Meaning	28	7	7	0	7	30
		B	Understands Text		7	5	2	9	
		C	Analyzes Text		7	7	0	7	
		D	Evaluates/Extends Text		7	7	0	7	
	7	A	Determines Meaning	28	10	9	1	11	31
		B/C	Understands Text/ Analyzes Text		10	10	0	10	
		D	Evaluates/Extends Text		8	6	2	10	
	8	A	Determines Meaning	28	11	10	1	12	30
		B/C	Understands Text/ Analyzes Text		9	9	0	9	
		D	Evaluates/Extends Text		8	7	1	9	
	10	A	Determines Meaning	28	10	9	1	11	30
		B/C	Understands Text/ Analyzes Text		10	10	0	10	
		D	Evaluates/Extends Text		8	7	1	9	

Table 11
Mathematics Test Design: Number of Items and Score Points per Standard per Grade and Maximum Score Possible

Content	Grade	Code	Critical Concept Title	Total Number of Items	Number of Items	Number SR Items	Number 2 Point CR	Points	Max Score
Mathematics	3	A/B	Number Operations and Relationships	31	7	5	2	9	34
		C	Geometry		6	6	0	6	
		D	Measurement		6	6	0	6	
		E	Statistics/Probability		6	5	1	7	
		F	Algebraic Relationships		6	6	0	6	
	4	A/B	Number Operations and Relationships	31	7	6	1	8	34
		C	Geometry		6	6	0	6	
		D	Measurement		6	6	0	6	
		E	Statistics/Probability		6	4	2	8	
		F	Algebraic Relationships		6	6	0	6	
	5	A/B	Number Operations and Relationships	31	7	7	0	7	34
		C	Geometry		6	5	1	7	
		D	Measurement		6	6	0	6	
		E	Statistics/Probability		6	4	2	8	
		F	Algebraic Relationships		6	6	0	6	
	6	A/B	Number Operations and Relationships	31	7	6	1	8	34
		C	Geometry		6	5	1	7	
		D	Measurement		6	6	0	6	
		E	Statistics/Probability		6	5	1	7	
		F	Algebraic Relationships		6	6	0	6	
	7	A/B	Number Operations and Relationships	31	7	5	2	9	34
		C	Geometry		6	6	0	6	
		D	Measurement		6	6	0	6	
		E	Statistics/Probability		6	5	1	7	
		F	Algebraic Relationships		6	6	0	6	
	8	A/B	Number Operations and Relationships	31	7	6	1	8	34
		C	Geometry		6	5	1	7	
		D	Measurement		6	6	0	6	
		E	Statistics/Probability		6	5	1	7	
		F	Algebraic Relationships		6	6	0	6	
	10	A/B	Number Operations and Relationships	31	6	5	1	7	34
		C	Geometry		6	6	0	6	
		D	Measurement		6	5	1	7	
		E	Statistics/Probability		6	6	0	6	
		F	Algebraic Relationships		7	6	1	8	

Table 12
Science Test Design: Number of Items and Score Points per Standard per Grade
and Maximum Score Possible

Content	Grade	Code	Critical Concept Title	Total Number of Items	Number of Items	Number SR Items	Number 2 Point CR	Number 3 Point CR	Points	Max Score
Science	4	A/B	Science Connections and the Nature of Science	36	6	6	0	0	6	37
		C	Science Inquiry		6	6	0	0	6	
		D	Physical Science		6	6	0	0	6	
		E	Earth and Space		6	6	0	0	6	
		F	Life and Environment		6	5	1	0	7	
	8	G/H	Science Applications and Science in Personal/Social Perspectives	36	6	6	0	0	6	39
		A/B	Science Connections and the Nature of Science		6	5	1	0	7	
		C	Science Inquiry		6	5	1	0	7	
		D	Physical Science		6	6	0	0	6	
		E	Earth and Space		6	5	1	0	7	
Science	10	F	Life and Environment	36	6	6	0	0	6	39
		G/H	Science Applications and Science in Personal/Social Perspectives		6	6	0	0	6	
		A/B	Science Connections and the Nature of Science		6	5	1	0	7	
		C	Science Inquiry		6	5	0	1	8	
		D	Physical Science		6	6	0	0	6	
		E	Earth and Space	36	6	6	0	0	6	
		F	Life and Environment		6	6	0	0	6	
		G/H	Science Applications and Science in Personal/Social Perspectives		6	6	0	0	6	
		A/B	Science Connections and the Nature of Science		6	5	1	0	7	
		C	Science Inquiry		6	5	0	1	8	

Table 13
Reading, Mathematics, and Science Test Design: Summary of Number of Items
and Score Points per Grade per Content and Maximum Score Points Possible

Content	Grade	Total Number of Items	Number of Items with a Maximum Score of:			Max Score
			1	2	3	
Reading	3	28	26	2	0	30
	4	28	26	2	0	30
	5	28	26	2	0	30
	6	28	26	2	0	30
	7	28	25	3	0	31
	8	28	26	2	0	30
	10	28	26	2	0	30
Mathematics	3	31	28	3	0	34
	4	31	28	3	0	34
	5	31	28	3	0	34
	6	31	28	3	0	34
	7	31	28	3	0	34
	8	31	28	3	0	34
	10	31	28	3	0	34
Science	4	36	35	1	0	37
	8	36	33	3	0	39
	10	36	34	1	1	39

Table 14
Scoring Rubric for SR, CR 3-Point Items, and CR 2-Point Items

Scoring Rubric for SR Item Types	
Total Score	Content Score
1	Correct
0	Incorrect or Other or No response
Scoring Rubric for 3-Point CR Item Types	
Total Score	Content Score
3	Correct
2	Mostly Correct
1	Mostly Incorrect
0	Incorrect or Other or No response
Scoring Rubric for 2-Point CR Item Types	
Total Score	Content Score
2	Correct
1	Partially Correct/Some Error
0	Incorrect or Other or No response

Table 15
Summary of Invalidations

						Invalidation Bubbles Available on Answer Document			
						Teacher Double Marked 5 of First 5 Bubbles		Parental Opt Out	
Content	Grade	Total Invalid		Invalid Answer Document		N	%	N	%
Reading	3	15	1.86%	12	1.49%	2	0.25%	4	0.50%
	4	18	2.05%	16	1.82%	0	0.00%	9	1.03%
	5	13	1.58%	13	1.58%	0	0.00%	4	0.49%
	6	15	1.67%	13	1.45%	2	0.22%	7	0.78%
	7	15	1.75%	13	1.52%	1	0.12%	5	0.58%
	8	15	1.82%	12	1.46%	2	0.24%	6	0.73%
	10	19	2.38%	17	2.13%	1	0.13%	11	1.38%
Mathematics	3	15	1.86%	12	1.49%	2	0.25%	4	0.50%
	4	20	2.28%	19	2.17%	0	0.00%	9	1.03%
	5	14	1.71%	14	1.71%	0	0.00%	4	0.49%
	6	16	1.79%	14	1.56%	2	0.22%	7	0.78%
	7	16	1.87%	15	1.75%	1	0.12%	5	0.58%
	8	16	1.94%	14	1.70%	2	0.24%	6	0.73%
	10	19	2.38%	17	2.13%	1	0.13%	11	1.38%
Science	4	24	2.74%	23	2.62%	0	0.00%	9	1.03%
	8	17	2.06%	15	1.82%	2	0.24%	6	0.73%
	10	21	2.63%	19	2.38%	1	0.13%	11	1.38%

Table 16
Frequency Distributions of CR Items—Reading

Content	Grade	Item Number	% of Students Obtaining Score Level		
			0	1	2
Reading	3	4	16.98%	8.11%	74.91%
		25	34.22%	25.35%	40.43%
	4	4	14.10%	8.97%	76.92%
		26	25.64%	25.99%	48.37%
	5	15	21.88%	23.61%	54.51%
		21	14.22%	20.40%	65.39%
	6	17	11.45%	13.72%	74.83%
		19	9.86%	16.44%	73.70%
	7	2	25.50%	35.35%	39.15%
		10	11.98%	18.98%	69.04%
		28	17.32%	34.52%	48.16%
	8	2	26.33%	33.00%	40.67%
		10	13.35%	18.05%	68.60%
	10	15	12.93%	18.69%	68.37%
		28	14.34%	20.10%	65.56%

Table 17
Frequency Distributions of CR Items—Mathematics

Content	Grade	Item Number	% of Students Obtaining Score Level		
			0	1	2
Mathematics	3	11	31.69%	28.90%	39.42%
		22	22.31%	16.60%	61.09%
		29	40.68%	11.53%	47.78%
	4	11	27.45%	25.82%	46.73%
		25	17.17%	29.21%	53.62%
		27	49.53%	1.75%	48.72%
	5	14	18.32%	23.27%	58.42%
		20	31.56%	11.63%	56.81%
		25	20.30%	12.50%	67.20%
	6	18	16.46%	28.94%	54.60%
		22	49.60%	15.10%	35.30%
		30	14.76%	35.87%	49.38%
	7	15	44.66%	14.96%	40.38%
		25	20.19%	32.42%	47.39%
		29	18.77%	6.77%	74.47%
	8	18	28.09%	14.85%	57.05%
		25	22.03%	33.54%	44.43%
		30	27.48%	15.47%	57.05%
	10	4	15.24%	30.86%	53.91%
		10	38.03%	16.26%	45.71%
		24	37.90%	40.46%	21.64%

Table 18
Frequency Distributions of CR Items—Science

Content	Grade	Item Number	% of Students Obtaining Score Level			
			0	1	2	3
Science	4	17	22.30%	25.24%	52.47%	–
		7	13.38%	4.21%	82.40%	–
	8	14	27.39%	27.39%	45.23%	–
		17	12.76%	18.34%	68.90%	–
	10	11	10.14%	5.26%	84.60%	–
		13	20.67%	15.15%	12.58%	51.61%

*3 Points only possible for Science Grade 10, Item 13

Table 19
Item Level Statistics—Reading

Grade 3					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.89	0.66	4	1	1	0.88	0.68
	2	1	0.87	0.65		2	1	0.86	0.73
	3	1	0.72	0.61		3	1	0.77	0.66
	4	2	0.79	0.75		4	2	0.81	0.79
	5	1	0.47	0.50	—	—	—	—	—
	6	1	0.72	0.61	4	6	1	0.75	0.67
	7	1	0.75	0.68		7	1	0.78	0.72
	8	1	0.70	0.60		8	1	0.73	0.68
	9	1	0.86	0.66		9	1	0.85	0.72
	10	1	0.57	0.28		24	1	0.64	0.48
	11	1	0.71	0.61		25	1	0.77	0.68
	12	1	0.64	0.57	—	—	—	—	—
	13	1	0.76	0.58	—	—	—	—	—
	14	1	0.55	0.48	—	—	—	—	—
	15	1	0.54	0.51	—	—	—	—	—
	16	1	0.55	0.50	—	—	—	—	—
	17	1	0.59	0.49	—	—	—	—	—
	18	1	0.66	0.50	—	—	—	—	—
	19	1	0.74	0.70	—	—	—	—	—
	20	1	0.87	0.67	—	—	—	—	—
	21	1	0.73	0.63	—	—	—	—	—
	22	1	0.66	0.53	—	—	—	—	—
	23	1	0.68	0.62	—	—	—	—	—
	24	1	0.93	0.60	—	—	—	—	—
	25	2	0.55	0.59	—	—	—	—	—
	26	1	0.69	0.49	—	—	—	—	—
	27	1	0.46	0.48	—	—	—	—	—
	28	1	0.72	0.55	—	—	—	—	—

Table 19
Item Level Statistics—Reading (continued)

Grade 4					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.88	0.68	3	1	1	0.89	0.66
	2	1	0.86	0.73		2	1	0.87	0.65
	3	1	0.77	0.66		3	1	0.72	0.61
	4	2	0.81	0.79		4	2	0.79	0.75
	5	1	0.66	0.53	—	—	—	—	—
	6	1	0.75	0.67	3	6	1	0.72	0.61
	7	1	0.78	0.72		7	1	0.75	0.68
	8	1	0.73	0.68		8	1	0.70	0.60
	9	1	0.85	0.72		9	1	0.86	0.66
	10	1	0.71	0.71	—	—	—	—	—
	11	1	0.85	0.78	—	—	—	—	—
	12	1	0.62	0.51	—	—	—	—	—
	13	1	0.88	0.70	—	—	—	—	—
	14	1	0.76	0.57	—	—	—	—	—
	15	1	0.55	0.58	—	—	—	—	—
	16	1	0.84	0.75	—	—	—	—	—
	17	1	0.51	0.48	—	—	—	—	—
	18	1	0.73	0.68	5	14	1	0.75	0.62
	19	1	0.73	0.50	—	—	—	—	—
	20	1	0.83	0.76	5	16	1	0.86	0.72
	21	1	0.64	0.64	—	—	—	—	—
	22	1	0.48	0.56	—	—	—	—	—
	23	1	0.68	0.66	—	—	—	—	—
	24	1	0.64	0.48	3	10	1	0.57	0.28
	25	1	0.77	0.68		11	1	0.71	0.61
	26	2	0.62	0.63	5	15	2	0.67	0.69
	27	1	0.62	0.58		17	1	0.68	0.62
	28	1	0.84	0.75	—	—	—	—	—

Table 19
Item Level Statistics—Reading (continued)

Grade 5					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.61	0.50	6	1	1	0.65	0.50
	2	1	0.72	0.55		3	1	0.78	0.57
	3	1	0.78	0.72		4	1	0.84	0.73
	4	1	0.84	0.73		5	1	0.86	0.74
	5	1	0.54	0.42		6	1	0.54	0.45
	6	1	0.71	0.65		7	1	0.74	0.65
	7	1	0.49	0.57		8	1	0.54	0.57
	8	1	0.86	0.69		—	—	—	—
	9	1	0.74	0.70	6	9	1	0.78	0.66
	10	1	0.68	0.66		10	1	0.70	0.62
	11	1	0.75	0.70	6	—	—	—	—
	12	1	0.56	0.63		12	1	0.60	0.64
	13	1	0.60	0.55		13	1	0.62	0.55
	14	1	0.75	0.62	4	18	1	0.73	0.68
	15	2	0.67	0.69		26	2	0.62	0.63
	16	1	0.86	0.72		20	1	0.83	0.76
	17	1	0.68	0.62		27	1	0.62	0.58
	18	1	0.87	0.66	—	—	—	—	—
	19	1	0.72	0.74		—	—	—	—
	20	1	0.83	0.74		—	—	—	—
	21	2	0.76	0.83		—	—	—	—
	22	1	0.67	0.66		—	—	—	—
	23	1	0.75	0.70		—	—	—	—
	24	1	0.65	0.62		—	—	—	—
	25	1	0.80	0.65		—	—	—	—
	26	1	0.83	0.59		—	—	—	—
	27	1	0.77	0.71		—	—	—	—
	28	1	0.73	0.50		—	—	—	—

Table 19
Item Level Statistics—Reading (continued)

Grade 6					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.65	0.50	5	1	1	0.61	0.50
	2	1	0.78	0.67	—	—	—	—	—
	3	1	0.78	0.57	5	2	1	0.72	0.55
	4	1	0.84	0.73		3	1	0.78	0.72
	5	1	0.86	0.74		4	1	0.84	0.73
	6	1	0.54	0.45		5	1	0.54	0.42
	7	1	0.74	0.65		6	1	0.71	0.65
	8	1	0.54	0.57		7	1	0.49	0.57
	9	1	0.78	0.66		9	1	0.74	0.70
	10	1	0.70	0.62		10	1	0.68	0.66
	11	1	0.90	0.63	—	—	—	—	—
	12	1	0.60	0.64	5	12	1	0.56	0.63
	13	1	0.62	0.55		13	1	0.60	0.55
	14	1	0.80	0.73	—	—	—	—	—
	15	1	0.70	0.41	—	—	—	—	—
	16	1	0.66	0.60	—	—	—	—	—
	17	2	0.82	0.80	—	—	—	—	—
	18	1	0.60	0.53	—	—	—	—	—
	19	2	0.83	0.76	—	—	—	—	—
	20	1	0.64	0.55	7	14	1	0.69	0.59
	21	1	0.62	0.61		15	1	0.65	0.67
	22	1	0.42	0.46		16	1	0.49	0.60
	23	1	0.83	0.75	—	—	—	—	—
	24	1	0.77	0.70	—	—	—	—	—
	25	1	0.83	0.68	7	13	1	0.84	0.72
	26	1	0.67	0.45	—	—	—	—	—
	27	1	0.85	0.68	—	—	—	—	—
	28	1	0.88	0.70	—	—	—	—	—

Table 19
Item Level Statistics—Reading (continued)

Grade 7					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.37	0.44	8	1	1	0.40	0.51
	2	2	0.57	0.58		2	2	0.57	0.55
	3	1	0.54	0.57	—	—	—	—	—
	4	1	0.75	0.67	8	4	1	0.75	0.67
	5	1	0.71	0.48	—	—	—	—	—
	6	1	0.76	0.65	8	6	1	0.80	0.71
	7	1	0.57	0.60		7	1	0.62	0.63
	8	1	0.67	0.62		8	1	0.67	0.65
	9	1	0.86	0.67	—	—	—	—	—
	10	2	0.79	0.75	8	10	2	0.78	0.82
	11	1	0.69	0.66		11	1	0.71	0.66
	12	1	0.82	0.74		12	1	0.80	0.76
	13	1	0.84	0.72	6	25	1	0.83	0.68
	14	1	0.69	0.59		20	1	0.64	0.55
	15	1	0.65	0.67		21	1	0.62	0.61
	16	1	0.49	0.60		22	1	0.42	0.46
	17	1	0.65	0.65	—	—	—	—	—
	18	1	0.66	0.63	8	9	1	0.66	0.67
	19	1	0.50	0.59	—	—	—	—	—
	20	1	0.62	0.68	—	—	—	—	—
	21	1	0.88	0.70	—	—	—	—	—
	22	1	0.78	0.76	—	—	—	—	—
	23	1	0.72	0.60	—	—	—	—	—
	24	1	0.76	0.72	—	—	—	—	—
	25	1	0.79	0.71	—	—	—	—	—
	26	1	0.61	0.62	—	—	—	—	—
	27	1	0.86	0.72	—	—	—	—	—
	28	2	0.67	0.75	—	—	—	—	—

Table 19
Item Level Statistics—Reading (continued)

Grade 8					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.40	0.51	7	1	1	0.37	0.44
	2	2	0.57	0.55		2	2	0.57	0.58
	3	1	0.54	0.61	—	—	—	—	—
	4	1	0.75	0.67	7	4	1	0.75	0.67
	5	1	0.71	0.65	—	—	—	—	—
	6	1	0.80	0.71	7	6	1	0.76	0.65
	7	1	0.62	0.63		7	1	0.57	0.60
	8	1	0.67	0.65		8	1	0.67	0.62
	9	1	0.66	0.67		18	1	0.66	0.63
	10	2	0.78	0.82		10	2	0.79	0.75
	11	1	0.71	0.66		11	1	0.69	0.66
	12	1	0.80	0.76		12	1	0.82	0.74
	13	1	0.79	0.69	—	—	—	—	—
	14	1	0.72	0.64	—	—	—	—	—
	15	1	0.73	0.77	—	—	—	—	—
	16	1	0.58	0.61	—	—	—	—	—
	17	1	0.74	0.75	—	—	—	—	—
	18	1	0.56	0.63	10	11	1	0.62	0.64
	19	1	0.65	0.69		2	1	0.73	0.65
	20	1	0.69	0.75	—	—	—	—	—
	21	1	0.70	0.67	10	1	1	0.76	0.61
	22	1	0.61	0.64	—	—	—	—	—
	23	1	0.65	0.58	—	—	—	—	—
	24	1	0.72	0.56	—	—	—	—	—
	25	1	0.72	0.66	—	—	—	—	—
	26	1	0.79	0.69	—	—	—	—	—
	27	1	0.87	0.69	—	—	—	—	—
	28	1	0.75	0.63	—	—	—	—	—

Table 19
Item Level Statistics—Reading (continued)

Grade 10					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Reading	1	1	0.76	0.61	8	21	1	0.70	0.67
	2	1	0.73	0.65		19	1	0.65	0.69
	3	1	0.74	0.62	—	—	—	—	—
	4	1	0.82	0.75	—	—	—	—	—
	5	1	0.51	0.23	—	—	—	—	—
	6	1	0.64	0.63	—	—	—	—	—
	7	1	0.84	0.67	—	—	—	—	—
	8	1	0.52	0.35	—	—	—	—	—
	9	1	0.54	0.49	—	—	—	—	—
	10	1	0.86	0.65	—	—	—	—	—
	11	1	0.62	0.64	8	18	1	0.56	0.63
	12	1	0.76	0.73	—	—	—	—	—
	13	1	0.80	0.66	—	—	—	—	—
	14	1	0.87	0.73	—	—	—	—	—
	15	2	0.78	0.74	—	—	—	—	—
	16	1	0.66	0.42	—	—	—	—	—
	17	1	0.55	0.57	—	—	—	—	—
	18	1	0.78	0.73	—	—	—	—	—
	19	1	0.83	0.62	—	—	—	—	—
	20	1	0.91	0.65	—	—	—	—	—
	21	1	0.62	0.60	—	—	—	—	—
	22	1	0.71	0.49	—	—	—	—	—
	23	1	0.68	0.54	—	—	—	—	—
	24	1	0.79	0.65	—	—	—	—	—
	25	1	0.89	0.66	—	—	—	—	—
	26	1	0.66	0.53	—	—	—	—	—
	27	1	0.57	0.52	—	—	—	—	—
	28	2	0.76	0.76	—	—	—	—	—

Table 20
Item Level Statistics—Mathematics

Grade 3					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.80	0.58	4	1	1	0.81	0.58
	2	1	0.57	0.48		2	1	0.60	0.59
	3	1	0.69	0.65		3	1	0.73	0.70
	4	1	0.44	0.38		4	1	0.48	0.46
	5	1	0.85	0.64		5	1	0.85	0.67
	6	1	0.73	0.56		6	1	0.75	0.65
	7	1	0.54	0.43		7	1	0.58	0.47
	8	1	0.83	0.64		8	1	0.82	0.70
	9	1	0.74	0.46		9	1	0.76	0.53
	10	1	0.72	0.61		10	1	0.75	0.68
	11	2	0.55	0.66		11	2	0.60	0.72
	12	1	0.60	0.52		12	1	0.60	0.57
	13	1	0.71	0.66		13	1	0.73	0.69
	14	1	0.70	0.67	—	—	—	—	—
	15	1	0.87	0.58	—	—	—	—	—
	16	1	0.85	0.65	—	—	—	—	—
	17	1	0.75	0.67	—	—	—	—	—
	18	1	0.47	0.41	—	—	—	—	—
	19	1	0.70	0.42	—	—	—	—	—
	20	1	0.65	0.60	—	—	—	—	—
	21	1	0.67	0.49	—	—	—	—	—
	22	2	0.71	0.74	—	—	—	—	—
	23	1	0.65	0.65	—	—	—	—	—
	24	1	0.38	0.31	—	—	—	—	—
	25	1	0.61	0.57	—	—	—	—	—
	26	1	0.76	0.63	—	—	—	—	—
	27	1	0.83	0.65	—	—	—	—	—
	28	1	0.56	0.54	—	—	—	—	—
	29	2	0.55	0.68	—	—	—	—	—
	30	1	0.73	0.57	—	—	—	—	—
	31	1	0.40	0.39	—	—	—	—	—

Table 20
Item Level Statistics—Mathematics (continued)

Grade 4					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.81	0.58	3	1	1	0.80	0.58
	2	1	0.60	0.59		2	1	0.57	0.48
	3	1	0.73	0.70		3	1	0.69	0.65
	4	1	0.48	0.46		4	1	0.44	0.38
	5	1	0.85	0.67		5	1	0.85	0.64
	6	1	0.75	0.65		6	1	0.73	0.56
	7	1	0.58	0.47		7	1	0.54	0.43
	8	1	0.82	0.70		8	1	0.83	0.64
	9	1	0.76	0.53		9	1	0.74	0.46
	10	1	0.75	0.68		10	1	0.72	0.61
	11	2	0.60	0.72		11	2	0.55	0.66
	12	1	0.60	0.57		12	1	0.60	0.52
	13	1	0.73	0.69		13	1	0.71	0.66
	14	1	0.67	0.64	—	—	—	—	—
	15	1	0.65	0.61		—	—	—	—
	16	1	0.79	0.72		—	—	—	—
	17	1	0.88	0.72		—	—	—	—
	18	1	0.67	0.63		—	—	—	—
	19	1	0.47	0.45		—	—	—	—
	20	1	0.58	0.40		—	—	—	—
	21	1	0.77	0.62		—	—	—	—
	22	1	0.77	0.68		—	—	—	—
	23	1	0.72	0.66	5	18	1	0.71	0.62
	24	1	0.48	0.53		19	1	0.55	0.56
	25	2	0.69	0.80	—	—	—	—	—
	26	1	0.56	0.49		—	—	—	—
	27	2	0.50	0.68		—	—	—	—
	28	1	0.67	0.63		—	—	—	—
	29	1	0.76	0.59		—	—	—	—
	30	1	0.67	0.64		—	—	—	—
	31	1	0.44	0.52		—	—	—	—

Table 20
Item Level Statistics—Mathematics (continued)

Grade 5					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.89	0.60	6	1	1	0.90	0.57
	2	1	0.70	0.65		2	1	0.74	0.63
	3	1	0.90	0.66		3	1	0.90	0.64
	4	1	0.50	0.62		4	1	0.57	0.60
	5	1	0.79	0.54		5	1	0.82	0.54
	6	1	0.70	0.66		6	1	0.74	0.62
	7	1	0.77	0.58		7	1	0.81	0.59
	8	1	0.55	0.58		8	1	0.58	0.60
	9	1	0.54	0.55		9	1	0.60	0.55
	10	1	0.51	0.40		10	1	0.57	0.41
	11	1	0.52	0.27		11	1	0.53	0.28
	12	1	0.75	0.71		12	1	0.79	0.69
	13	1	0.78	0.71		13	1	0.80	0.72
	14	2	0.70	0.78	4	23	1	0.72	0.66
	15	1	0.57	0.51		24	1	0.48	0.53
	16	1	0.68	0.54		—	—	—	—
	17	1	0.46	0.48		—	—	—	—
	18	1	0.71	0.62	—	—	—	—	—
	19	1	0.55	0.56		—	—	—	—
	20	2	0.63	0.74		—	—	—	—
	21	1	0.77	0.72		—	—	—	—
	22	1	0.73	0.64		—	—	—	—
	23	1	0.63	0.59		—	—	—	—
	24	1	0.69	0.66		—	—	—	—
	25	2	0.74	0.68		—	—	—	—
	26	1	0.51	0.58		—	—	—	—
	27	1	0.78	0.70		—	—	—	—
	28	1	0.75	0.63		—	—	—	—
	29	1	0.83	0.70		—	—	—	—
	30	1	0.82	0.70		—	—	—	—
	31	1	0.64	0.54		—	—	—	—

Table 20
Item Level Statistics—Mathematics (continued)

Grade 6					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.90	0.57	5	1	1	0.89	0.60
	2	1	0.74	0.63		2	1	0.70	0.65
	3	1	0.90	0.64		3	1	0.90	0.66
	4	1	0.57	0.60		4	1	0.50	0.62
	5	1	0.82	0.54		5	1	0.79	0.54
	6	1	0.74	0.62		6	1	0.70	0.66
	7	1	0.81	0.59		7	1	0.77	0.58
	8	1	0.58	0.60		8	1	0.55	0.58
	9	1	0.60	0.55		9	1	0.54	0.55
	10	1	0.57	0.41		10	1	0.51	0.40
	11	1	0.53	0.28		11	1	0.52	0.27
	12	1	0.79	0.69		12	1	0.75	0.71
	13	1	0.80	0.72		13	1	0.78	0.71
	14	1	0.61	0.54	—				
	15	1	0.65	0.63	—				
	16	1	0.81	0.72	—				
	17	1	0.57	0.63	—				
	18	2	0.70	0.67	—				
	19	1	0.58	0.55	—				
	20	1	0.81	0.68	—				
	21	1	0.77	0.60	—				
	22	2	0.43	0.62	7	15	2	0.49	0.67
	23	1	0.82	0.60	—				
	24	1	0.67	0.64	7	18	1	0.69	0.65
	25	1	0.85	0.64	—				
	26	1	0.71	0.64	—				
	27	1	0.56	0.59	—				
	28	1	0.69	0.62	—				
	29	1	0.74	0.63	—				
	30	2	0.68	0.67	—				
	31	1	0.66	0.51	—				

Table 20
Item Level Statistics—Mathematics (continued)

Grade 7					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.53	0.56	8	1	1	0.56	0.62
	2	1	0.62	0.46		2	1	0.62	0.53
	3	1	0.65	0.66		3	1	0.65	0.71
	4	1	0.64	0.66		4	1	0.72	0.69
	5	1	0.66	0.69		5	1	0.66	0.71
	6	1	0.76	0.73		6	1	0.76	0.73
	7	1	0.64	0.70		7	1	0.65	0.71
	8	1	0.77	0.70		8	1	0.80	0.70
	9	1	0.49	0.48		9	1	0.54	0.54
	10	1	0.64	0.72		10	1	0.65	0.74
	11	1	0.51	0.55		11	1	0.54	0.59
	12	1	0.82	0.71		12	1	0.82	0.71
	13	1	0.79	0.74		13	1	0.77	0.73
	14	1	0.78	0.64	—	—	—	—	—
	15	2	0.49	0.67	6	22	2	0.43	0.62
	16	1	0.45	0.49	—	—	—	—	—
	17	1	0.85	0.67	—	—	—	—	—
	18	1	0.69	0.65	6	24	1	0.67	0.64
	19	1	0.26	0.29	—	—	—	—	—
	20	1	0.79	0.74	—	—	—	—	—
	21	1	0.46	0.30	—	—	—	—	—
	22	1	0.48	0.39	—	—	—	—	—
	23	1	0.62	0.68	—	—	—	—	—
	24	1	0.49	0.57	—	—	—	—	—
	25	2	0.65	0.65	—	—	—	—	—
	26	1	0.61	0.60	—	—	—	—	—
	27	1	0.77	0.61	—	—	—	—	—
	28	1	0.70	0.72	—	—	—	—	—
	29	2	0.79	0.78	—	—	—	—	—
	30	1	0.52	0.58	—	—	—	—	—
	31	1	0.80	0.70	—	—	—	—	—

Table 20
Item Level Statistics—Mathematics (continued)

Grade 8					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.56	0.62	7	1	1	0.53	0.56
	2	1	0.62	0.53		2	1	0.62	0.46
	3	1	0.65	0.71		3	1	0.65	0.66
	4	1	0.72	0.69		4	1	0.64	0.66
	5	1	0.66	0.71		5	1	0.66	0.69
	6	1	0.76	0.73		6	1	0.76	0.73
	7	1	0.65	0.71		7	1	0.64	0.70
	8	1	0.80	0.70		8	1	0.77	0.70
	9	1	0.54	0.54		9	1	0.49	0.48
	10	1	0.65	0.74		10	1	0.64	0.72
	11	1	0.54	0.59		11	1	0.51	0.55
	12	1	0.82	0.71		12	1	0.82	0.71
	13	1	0.77	0.73		13	1	0.79	0.74
	14	1	0.85	0.69	10	—	—	—	—
	15	1	0.30	0.21		—	—	—	—
	16	1	0.50	0.56		—	—	—	—
	17	1	0.64	0.66		—	—	—	—
	18	2	0.65	0.83		—	—	—	—
	19	1	0.60	0.55		—	—	—	—
	20	1	0.54	0.64		—	—	—	—
	21	1	0.67	0.50		1	1	0.70	0.51
	22	1	0.51	0.63		3	1	0.61	0.58
	23	1	0.39	0.26	10	—	—	—	—
	24	1	0.76	0.69		—	—	—	—
	25	2	0.62	0.67	10	4	2	0.70	0.68
	26	1	0.56	0.36	10	—	—	—	—
	27	1	0.65	0.64		—	—	—	—
	28	1	0.60	0.69		—	—	—	—
	29	1	0.64	0.52		—	—	—	—
	30	2	0.66	0.81		—	—	—	—
	31	1	0.52	0.61		—	—	—	—

Table 20
Item Level Statistics—Mathematics (continued)

Grade10					Shared Items in Additional Grade Levels				
Content	Item	Max Score Points	Item Difficulty	Item-Test Correlation	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Mathematics	1	1	0.70	0.51	8	21	1	0.67	0.50
	2	1	0.77	0.62	—	—	—	—	—
	3	1	0.61	0.58	8	22	1	0.51	0.63
	4	2	0.70	0.68	8	25	2	0.62	0.67
	5	1	0.62	0.60	—	—	—	—	—
	6	1	0.64	0.54	—	—	—	—	—
	7	1	0.49	0.44	—	—	—	—	—
	8	1	0.65	0.60	—	—	—	—	—
	9	1	0.78	0.62	—	—	—	—	—
	10	2	0.54	0.69	—	—	—	—	—
	11	1	0.83	0.66	—	—	—	—	—
	12	1	0.38	0.32	—	—	—	—	—
	13	1	0.69	0.60	—	—	—	—	—
	14	1	0.48	0.52	—	—	—	—	—
	15	1	0.75	0.65	—	—	—	—	—
	16	1	0.37	0.48	—	—	—	—	—
	17	1	0.39	0.22	—	—	—	—	—
	18	1	0.57	0.52	—	—	—	—	—
	19	1	0.64	0.61	—	—	—	—	—
	20	1	0.67	0.65	—	—	—	—	—
	21	1	0.57	0.57	—	—	—	—	—
	22	1	0.51	0.38	—	—	—	—	—
	23	1	0.83	0.63	—	—	—	—	—
	24	2	0.42	0.51	—	—	—	—	—
	25	1	0.63	0.45	—	—	—	—	—
	26	1	0.83	0.64	—	—	—	—	—
	27	1	0.74	0.60	—	—	—	—	—
	28	1	0.48	0.48	—	—	—	—	—
	29	1	0.38	0.27	—	—	—	—	—
	30	1	0.76	0.66	—	—	—	—	—
	31	1	0.54	0.40	—	—	—	—	—

Table 21
Item Level Statistics—Science

Content	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Science	4	1	1	0.83	0.74
		2	1	0.82	0.77
		3	1	0.82	0.78
		4	1	0.76	0.63
		5	1	0.65	0.69
		6	1	0.59	0.63
		7	1	0.84	0.74
		8	1	0.54	0.54
		9	1	0.84	0.73
		10	1	0.76	0.75
		11	1	0.52	0.41
		12	1	0.80	0.79
		13	1	0.84	0.79
		14	1	0.84	0.77
		15	1	0.78	0.67
		16	1	0.82	0.74
		17	2	0.66	0.72
		18	1	0.80	0.77
		19	1	0.83	0.73
		20	1	0.77	0.72
		21	1	0.76	0.73
		22	1	0.76	0.73
		23	1	0.82	0.76
		24	1	0.83	0.79
		25	1	0.82	0.80
		26	1	0.76	0.76
		27	1	0.66	0.66
		28	1	0.80	0.81
		29	1	0.81	0.70
		30	1	0.83	0.78
		31	1	0.84	0.79
		32	1	0.43	0.45
		33	1	0.82	0.80
		34	1	0.68	0.70
		35	1	0.75	0.65
		36	1	0.73	0.66

Table 21
Item Level Statistics—Science (continued)

Content	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Science	8	1	1	0.79	0.80
		2	1	0.73	0.74
		3	1	0.61	0.60
		4	1	0.84	0.76
		5	1	0.73	0.74
		6	1	0.67	0.51
		7	2	0.85	0.82
		8	1	0.74	0.65
		9	1	0.76	0.75
		10	1	0.78	0.78
		11	1	0.69	0.67
		12	1	0.82	0.80
		13	1	0.85	0.76
		14	2	0.60	0.64
		15	1	0.88	0.77
		16	1	0.81	0.71
		17	2	0.79	0.75
		18	1	0.73	0.65
		19	1	0.87	0.78
		20	1	0.76	0.74
		21	1	0.87	0.76
		22	1	0.71	0.68
		23	1	0.59	0.54
		24	1	0.74	0.75
		25	1	0.61	0.58
		26	1	0.83	0.71
		27	1	0.85	0.81
		28	1	0.72	0.68
		29	1	0.76	0.76
		30	1	0.81	0.82
		31	1	0.84	0.80
		32	1	0.76	0.75
		33	1	0.52	0.42
		34	1	0.86	0.71
		35	1	0.85	0.67
		36	1	0.85	0.80

Table 21
Item Level Statistics—Science (continued)

Content	Grade	Item	Max Score Points	Item Difficulty	Item-Test Correlation
Science	10	1	1	0.80	0.68
		2	1	0.86	0.76
		3	1	0.83	0.69
		4	1	0.80	0.68
		5	1	0.84	0.69
		6	1	0.90	0.72
		7	1	0.75	0.65
		8	1	0.83	0.65
		9	1	0.78	0.64
		10	1	0.83	0.68
		11	2	0.88	0.80
		12	1	0.89	0.73
		13	3	0.66	0.67
		14	1	0.55	0.23
		15	1	0.88	0.73
		16	1	0.69	0.54
		17	1	0.84	0.75
		18	1	0.83	0.66
		19	1	0.77	0.67
		20	1	0.82	0.79
		21	1	0.70	0.52
		22	1	0.81	0.75
		23	1	0.88	0.75
		24	1	0.83	0.76
		25	1	0.85	0.77
		26	1	0.85	0.78
		27	1	0.88	0.75
		28	1	0.84	0.80
		29	1	0.70	0.60
		30	1	0.69	0.53
		31	1	0.75	0.54
		32	1	0.78	0.73
		33	1	0.82	0.70
		34	1	0.84	0.75
		35	1	0.85	0.74
		36	1	0.84	0.67

Table 22
Summary of *P*-values and Point Biserial by Grade and Content

Content	Grade	<i>P</i> -value (Item Difficulty)			Point Biserial (Item Test Correlation)		
		High	Mean	Low	High	Mean	Low
Reading	3	0.93	0.69	0.46	0.75	0.58	0.28
	4	0.88	0.73	0.48	0.79	0.65	0.48
	5	0.87	0.72	0.49	0.83	0.65	0.42
	6	0.90	0.72	0.42	0.80	0.62	0.41
	7	0.88	0.69	0.37	0.76	0.65	0.44
	8	0.87	0.69	0.40	0.82	0.66	0.51
	10	0.91	0.72	0.51	0.76	0.60	0.23
Mathematics	3	0.87	0.66	0.38	0.74	0.56	0.31
	4	0.88	0.67	0.44	0.80	0.61	0.40
	5	0.90	0.68	0.46	0.78	0.61	0.27
	6	0.90	0.70	0.43	0.72	0.60	0.28
	7	0.85	0.64	0.26	0.78	0.62	0.29
	8	0.85	0.63	0.30	0.83	0.62	0.21
	10	0.83	0.61	0.37	0.69	0.54	0.22
Science	4	0.84	0.75	0.43	0.81	0.71	0.41
	8	0.88	0.76	0.52	0.82	0.71	0.42
	10	0.90	0.80	0.55	0.80	0.68	0.23

Table 23
Standards Level Statistics, Ordered by Mean Difficulty (*P*-value)—Reading

Content	Grade	Code	Critical Concept Title	<i>P</i> -value				Point Biserial			
				High	Mean	Low	SD	High	Mean	Low	SD
Reading	3	A	Determines Meaning	0.93	0.80	0.68	0.10	0.70	0.65	0.60	0.04
		D	Evaluates/Extends Text	0.87	0.72	0.55	0.12	0.67	0.59	0.50	0.07
		C	Analyzes Text	0.76	0.63	0.46	0.10	0.61	0.49	0.28	0.11
		B	Understands Text	0.79	0.62	0.47	0.12	0.75	0.57	0.49	0.09
	4	D	Evaluates/Extends Text	0.88	0.84	0.77	0.03	0.78	0.73	0.66	0.04
		A	Determines Meaning	0.88	0.75	0.62	0.10	0.73	0.68	0.63	0.04
		B	Understands Text	0.81	0.68	0.55	0.09	0.79	0.62	0.50	0.10
		C	Analyzes Text	0.77	0.64	0.48	0.12	0.68	0.56	0.48	0.09
	5	B	Understands Text	0.86	0.75	0.68	0.06	0.83	0.68	0.55	0.09
		A	Determines Meaning	0.86	0.74	0.49	0.13	0.73	0.68	0.57	0.06
		C	Analyzes Text	0.87	0.73	0.54	0.12	0.74	0.60	0.42	0.13
		D	Evaluates/Extends Text	0.83	0.68	0.56	0.09	0.66	0.62	0.55	0.04
	6	B	Understands Text	0.83	0.77	0.67	0.06	0.80	0.66	0.45	0.12
		A	Determines Meaning	0.90	0.75	0.54	0.13	0.74	0.61	0.41	0.11
		C	Analyzes Text	0.88	0.74	0.54	0.13	0.75	0.63	0.45	0.12
		D	Evaluates/Extends Text	0.83	0.63	0.42	0.13	0.68	0.58	0.46	0.08
	7	A	Determines Meaning	0.88	0.72	0.54	0.11	0.76	0.67	0.57	0.06
		D	Evaluates/Extends Text	0.86	0.71	0.49	0.13	0.75	0.68	0.58	0.07
		B/C	Understands Text/Analyzes Text	0.79	0.64	0.37	0.13	0.71	0.60	0.44	0.09
	8	A	Determines Meaning	0.87	0.72	0.54	0.10	0.82	0.68	0.56	0.07
		D	Evaluates/Extends Text	0.80	0.68	0.56	0.09	0.77	0.66	0.55	0.08
		B/C	Understands Text/Analyzes Text	0.79	0.66	0.40	0.11	0.75	0.65	0.51	0.06
	10	A	Determines Meaning	0.91	0.77	0.55	0.11	0.75	0.65	0.53	0.07
		B/C	Understands Text/Analyzes Text	0.87	0.72	0.52	0.13	0.73	0.59	0.35	0.13
		D	Evaluates/Extends Text	0.79	0.67	0.51	0.11	0.76	0.55	0.23	0.16

Table 24
Standards Level Statistics, Ordered by Mean Difficulty (*P*-value)—Mathematics

Content	Grade	Code	Critical Concept Title	<i>P</i> -value				Point Biserial			
				High	Mean	Low	SD	High	Mean	Low	SD
Mathematics	3	D	Measurement	0.87	0.77	0.67	0.08	0.66	0.60	0.49	0.06
		C	Geometry	0.85	0.76	0.57	0.11	0.65	0.57	0.42	0.10
		F	Algebraic Relationships	0.75	0.71	0.65	0.04	0.67	0.61	0.46	0.08
		A/B	Number Operations and Relationships	0.73	0.59	0.40	0.11	0.74	0.56	0.39	0.12
		E	Statistics/Probability	0.65	0.51	0.38	0.10	0.66	0.48	0.31	0.14
	4	F	Algebraic Relationships	0.77	0.72	0.67	0.04	0.70	0.63	0.53	0.06
		C	Geometry	0.82	0.70	0.56	0.11	0.70	0.60	0.49	0.07
		D	Measurement	0.85	0.69	0.44	0.15	0.69	0.61	0.40	0.12
		A/B	Number Operations and Relationships	0.88	0.65	0.47	0.16	0.72	0.61	0.45	0.11
		E	Statistics/Probability	0.69	0.59	0.48	0.09	0.80	0.63	0.46	0.12
	5	D	Measurement	0.90	0.81	0.64	0.09	0.72	0.65	0.54	0.07
		F	Algebraic Relationships	0.78	0.72	0.69	0.04	0.71	0.67	0.62	0.03
		C	Geometry	0.79	0.66	0.51	0.12	0.68	0.59	0.54	0.06
		A/B	Number Operations and Relationships	0.78	0.63	0.46	0.13	0.71	0.56	0.40	0.10
		E	Statistics/Probability	0.70	0.59	0.50	0.08	0.78	0.59	0.27	0.18
	6	D	Measurement	0.90	0.78	0.58	0.14	0.68	0.61	0.55	0.05
		F	Algebraic Relationships	0.81	0.74	0.67	0.05	0.72	0.65	0.62	0.04
		C	Geometry	0.82	0.70	0.57	0.10	0.67	0.60	0.54	0.05
		E	Statistics/Probability	0.85	0.66	0.53	0.12	0.67	0.56	0.28	0.15
		A/B	Number Operations and Relationships	0.81	0.63	0.43	0.14	0.72	0.58	0.41	0.10

Table 24
Standards Level Statistics, Ordered by Mean Difficulty (P-value)—Mathematics (continued)

Content	Grade	Code	Critical Concept Title	P-value				Point Biserial			
				High	Mean	High	Mean	High	Mean	High	Mean
Mathematics	7	F	Algebraic Relationships	0.79	0.72	0.49	0.12	0.74	0.68	0.57	0.07
		C	Geometry	0.85	0.67	0.46	0.15	0.71	0.60	0.30	0.15
		D	Measurement	0.80	0.60	0.45	0.13	0.70	0.57	0.39	0.14
		A/B	Number Operations and Relationships	0.79	0.60	0.49	0.13	0.78	0.63	0.48	0.10
		E	Statistics/Probability	0.77	0.59	0.26	0.18	0.72	0.60	0.29	0.16
	8	C	Geometry	0.82	0.67	0.56	0.09	0.83	0.63	0.36	0.17
		E	Statistics/Probability	0.80	0.65	0.56	0.08	0.81	0.67	0.55	0.09
		D	Measurement	0.76	0.63	0.50	0.08	0.71	0.61	0.50	0.09
		F	Algebraic Relationships	0.77	0.63	0.51	0.12	0.73	0.67	0.61	0.05
		A/B	Number Operations and Relationships	0.85	0.55	0.30	0.18	0.74	0.53	0.21	0.21
	10	F	Algebraic Relationships	0.74	0.65	0.57	0.06	0.68	0.60	0.57	0.03
		D	Measurement	0.83	0.65	0.38	0.17	0.69	0.57	0.32	0.13
		E	Statistics/Probability	0.77	0.60	0.37	0.16	0.65	0.53	0.45	0.08
		A/B	Number Operations and Relationships	0.83	0.59	0.42	0.15	0.66	0.53	0.38	0.11
		C	Geometry	0.78	0.56	0.38	0.18	0.66	0.45	0.22	0.18

Table 25
Standards Level Statistics, Ordered by Mean Difficulty (*P*-value)—Science

Content	Grade	Code	Critical Concept Title	<i>P</i> -value				Point Biserial			
				High	Mean	Low	SD	High	Mean	Low	SD
Science	4	F	Life and Environment	0.84	0.79	0.66	0.07	0.79	0.75	0.72	0.03
		G/H	Science Applications and Science in Personal/Social Perspectives	0.84	0.79	0.65	0.07	0.81	0.74	0.69	0.04
		D	Physical Science	0.84	0.76	0.54	0.11	0.79	0.70	0.54	0.10
		C	Science Inquiry	0.82	0.75	0.52	0.12	0.80	0.69	0.41	0.15
		E	Earth and Space	0.83	0.74	0.59	0.10	0.79	0.72	0.63	0.06
		A/B	Science Connections and the Nature of Science	0.82	0.70	0.43	0.15	0.80	0.67	0.45	0.12
	8	A/B	Science Connections and the Nature of Science	0.87	0.84	0.79	0.03	0.82	0.80	0.76	0.02
		G/H	Science Applications and Science in Personal/Social Perspectives	0.85	0.79	0.61	0.10	0.80	0.72	0.58	0.08
		E	Earth and Space	0.83	0.77	0.67	0.06	0.75	0.68	0.51	0.09
		D	Physical Science	0.88	0.75	0.69	0.07	0.77	0.72	0.67	0.04
		F	Life and Environment	0.87	0.73	0.59	0.11	0.80	0.70	0.54	0.11
		C	Science Inquiry	0.86	0.70	0.52	0.12	0.75	0.66	0.42	0.12
	10	A/B	Science Connections and the Nature of Science	0.88	0.85	0.82	0.03	0.80	0.73	0.67	0.05
		F	Life and Environment	0.90	0.84	0.77	0.05	0.78	0.71	0.67	0.04
		C	Science Inquiry	0.84	0.79	0.66	0.07	0.80	0.73	0.67	0.05
		D	Physical Science	0.85	0.79	0.70	0.06	0.77	0.64	0.54	0.08
		G/H	Science Applications and Science in Personal/Social Perspectives	0.89	0.79	0.69	0.09	0.79	0.66	0.52	0.11
		E	Earth and Space	0.86	0.76	0.55	0.12	0.76	0.61	0.23	0.20

Table 26
Total Group Statistics, Including Reliability

Content	Grade	Sample Size	Raw Score		N Students at Max Score	N Students at Min Score	Coefficient Alpha	Standard Error of Measurement
			Mean	SD				
Reading	3	790	20.32	7.86	17	35	0.93	2.13
	4	859	21.64	8.32	85	50	0.95	1.94
	5	808	21.53	8.43	71	31	0.95	1.95
	6	881	21.74	7.90	68	35	0.94	1.94
	7	842	21.01	8.86	47	51	0.95	2.02
	8	809	20.44	8.95	72	58	0.95	1.96
	10	781	21.61	7.74	32	41	0.93	2.00
Mathematics	3	790	22.01	9.00	14	40	0.93	2.37
	4	857	22.44	9.49	23	50	0.94	2.30
	5	807	23.07	9.29	23	35	0.94	2.27
	6	880	23.31	8.93	29	32	0.94	2.23
	7	841	21.32	9.74	15	54	0.94	2.28
	8	808	21.12	9.99	19	58	0.95	2.30
	10	781	20.49	8.44	7	40	0.92	2.44
Science	4	853	27.59	11.05	121	56	0.97	1.89
	8	807	29.45	11.49	89	54	0.97	1.98
	10	779	30.86	10.43	88	39	0.96	2.07

Table 27
Raw Score Frequency Distributions—Reading

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Reading	3	0	35	4.43%	35	4.43%
		1	8	1.01%	43	5.44%
		2	5	0.63%	48	6.08%
		3	6	0.76%	54	6.84%
		4	0	0.00%	54	6.84%
		5	5	0.63%	59	7.47%
		6	12	1.52%	71	8.99%
		7	3	0.38%	74	9.37%
		8	6	0.76%	80	10.13%
		9	11	1.39%	91	11.52%
		10	10	1.27%	101	12.79%
		11	12	1.52%	113	14.30%
		12	5	0.63%	118	14.94%
		13	15	1.90%	133	16.84%
		14	25	3.16%	158	20.00%
		15	19	2.41%	177	22.41%
		16	17	2.15%	194	24.56%
		17	22	2.78%	216	27.34%
		18	33	4.18%	249	31.52%
		19	30	3.80%	279	35.32%
		20	40	5.06%	319	40.38%
		21	37	4.68%	356	45.06%
		22	35	4.43%	391	49.49%
		23	44	5.57%	435	55.06%
		24	57	7.22%	492	62.28%
		25	63	7.97%	555	70.25%
		26	52	6.58%	607	76.84%
		27	48	6.08%	655	82.91%
		28	66	8.35%	721	91.27%
		29	52	6.58%	773	97.85%
		30	17	2.15%	790	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Reading	4	0	50	5.82%	50	5.82%
		1	4	0.47%	54	6.29%
		2	4	0.47%	58	6.75%
		3	6	0.70%	64	7.45%
		4	1	0.12%	65	7.57%
		5	6	0.70%	71	8.27%
		6	7	0.81%	78	9.08%
		7	4	0.47%	82	9.55%
		8	6	0.70%	88	10.24%
		9	12	1.40%	100	11.64%
		10	7	0.81%	107	12.46%
		11	8	0.93%	115	13.39%
		12	9	1.05%	124	14.44%
		13	6	0.70%	130	15.13%
		14	17	1.98%	147	17.11%
		15	16	1.86%	163	18.98%
		16	10	1.16%	173	20.14%
		17	18	2.10%	191	22.24%
		18	18	2.10%	209	24.33%
		19	23	2.68%	232	27.01%
		20	32	3.73%	264	30.73%
		21	33	3.84%	297	34.58%
		22	42	4.89%	339	39.46%
		23	46	5.36%	385	44.82%
		24	53	6.17%	438	50.99%
		25	49	5.70%	487	56.69%
		26	77	8.96%	564	65.66%
		27	68	7.92%	632	73.57%
		28	72	8.38%	704	81.96%
		29	70	8.15%	774	90.11%
		30	85	9.90%	859	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Reading	5	0	31	3.84%	31	3.84%
		1	10	1.24%	41	5.07%
		2	6	0.74%	47	5.82%
		3	9	1.11%	56	6.93%
		4	5	0.62%	61	7.55%
		5	3	0.37%	64	7.92%
		6	10	1.24%	74	9.16%
		7	7	0.87%	81	10.03%
		8	7	0.87%	88	10.89%
		9	10	1.24%	98	12.13%
		10	16	1.98%	114	14.11%
		11	8	0.99%	122	15.10%
		12	6	0.74%	128	15.84%
		13	13	1.61%	141	17.45%
		14	11	1.36%	152	18.81%
		15	19	2.35%	171	21.16%
		16	14	1.73%	185	22.90%
		17	15	1.86%	200	24.75%
		18	19	2.35%	219	27.10%
		19	18	2.23%	237	29.33%
		20	25	3.09%	262	32.43%
		21	23	2.85%	285	35.27%
		22	27	3.34%	312	38.61%
		23	37	4.58%	349	43.19%
		24	42	5.20%	391	48.39%
		25	58	7.18%	449	55.57%
		26	63	7.80%	512	63.37%
		27	68	8.42%	580	71.78%
		28	73	9.04%	653	80.82%
		29	84	10.40%	737	91.21%
		30	71	8.79%	808	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Reading	6	0	35	3.97%	35	3.97%
		1	4	0.45%	39	4.43%
		2	3	0.34%	42	4.77%
		3	5	0.57%	47	5.34%
		4	8	0.91%	55	6.24%
		5	2	0.23%	57	6.47%
		6	7	0.79%	64	7.26%
		7	8	0.91%	72	8.17%
		8	9	1.02%	81	9.19%
		9	6	0.68%	87	9.88%
		10	13	1.48%	100	11.35%
		11	7	0.79%	107	12.15%
		12	14	1.59%	121	13.73%
		13	15	1.70%	136	15.44%
		14	17	1.93%	153	17.37%
		15	13	1.48%	166	18.84%
		16	20	2.27%	186	21.11%
		17	23	2.61%	209	23.72%
		18	11	1.25%	220	24.97%
		19	24	2.72%	244	27.70%
		20	30	3.41%	274	31.10%
		21	32	3.63%	306	34.73%
		22	34	3.86%	340	38.59%
		23	55	6.24%	395	44.84%
		24	47	5.33%	442	50.17%
		25	68	7.72%	510	57.89%
		26	71	8.06%	581	65.95%
		27	75	8.51%	656	74.46%
		28	82	9.31%	738	83.77%
		29	75	8.51%	813	92.28%
		30	68	7.72%	881	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Reading	7	0	51	6.06%	51	6.06%
		1	7	0.83%	58	6.89%
		2	3	0.36%	61	7.25%
		3	7	0.83%	68	8.08%
		4	4	0.48%	72	8.55%
		5	3	0.36%	75	8.91%
		6	7	0.83%	82	9.74%
		7	13	1.54%	95	11.28%
		8	6	0.71%	101	12.00%
		9	5	0.59%	106	12.59%
		10	9	1.07%	115	13.66%
		11	13	1.54%	128	15.20%
		12	19	2.26%	147	17.46%
		13	12	1.43%	159	18.88%
		14	13	1.54%	172	20.43%
		15	25	2.97%	197	23.40%
		16	15	1.78%	212	25.18%
		17	27	3.21%	239	28.39%
		18	31	3.68%	270	32.07%
		19	27	3.21%	297	35.27%
		20	26	3.09%	323	38.36%
		21	22	2.61%	345	40.97%
		22	31	3.68%	376	44.66%
		23	35	4.16%	411	48.81%
		24	40	4.75%	451	53.56%
		25	37	4.39%	488	57.96%
		26	50	5.94%	538	63.90%
		27	57	6.77%	595	70.67%
		28	62	7.36%	657	78.03%
		29	69	8.19%	726	86.22%
		30	69	8.19%	795	94.42%
		31	47	5.58%	842	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Reading	8	0	58	7.17%	58	7.17%
		1	4	0.49%	62	7.66%
		2	7	0.87%	69	8.53%
		3	3	0.37%	72	8.90%
		4	6	0.74%	78	9.64%
		5	5	0.62%	83	10.26%
		6	4	0.49%	87	10.75%
		7	4	0.49%	91	11.25%
		8	3	0.37%	94	11.62%
		9	12	1.48%	106	13.10%
		10	19	2.35%	125	15.45%
		11	16	1.98%	141	17.43%
		12	14	1.73%	155	19.16%
		13	18	2.23%	173	21.38%
		14	15	1.85%	188	23.24%
		15	22	2.72%	210	25.96%
		16	22	2.72%	232	28.68%
		17	26	3.21%	258	31.89%
		18	19	2.35%	277	34.24%
		19	22	2.72%	299	36.96%
		20	20	2.47%	319	39.43%
		21	20	2.47%	339	41.90%
		22	19	2.35%	358	44.25%
		23	34	4.20%	392	48.46%
		24	37	4.57%	429	53.03%
		25	48	5.93%	477	58.96%
		26	58	7.17%	535	66.13%
		27	79	9.77%	614	75.90%
		28	61	7.54%	675	83.44%
		29	62	7.66%	737	91.10%
		30	72	8.90%	809	100%

Table 27
Raw Score Frequency Distributions—Reading (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Reading	10	0	41	5.25%	41	5.25%
		1	1	0.13%	42	5.38%
		2	1	0.13%	43	5.51%
		3	8	1.02%	51	6.53%
		4	2	0.26%	53	6.79%
		5	1	0.13%	54	6.91%
		6	0	0.00%	54	6.91%
		7	5	0.64%	59	7.55%
		8	3	0.38%	62	7.94%
		9	10	1.28%	72	9.22%
		10	5	0.64%	77	9.86%
		11	9	1.15%	86	11.01%
		12	7	0.90%	93	11.91%
		13	19	2.43%	112	14.34%
		14	12	1.54%	124	15.88%
		15	18	2.30%	142	18.18%
		16	18	2.30%	160	20.49%
		17	18	2.30%	178	22.79%
		18	21	2.69%	199	25.48%
		19	13	1.66%	212	27.15%
		20	24	3.07%	236	30.22%
		21	32	4.10%	268	34.32%
		22	38	4.87%	306	39.18%
		23	53	6.79%	359	45.97%
		24	57	7.30%	416	53.27%
		25	64	8.19%	480	61.46%
		26	54	6.91%	534	68.37%
		27	73	9.35%	607	77.72%
		28	74	9.48%	681	87.20%
		29	68	8.71%	749	95.90%
		30	32	4.10%	781	100%

Table 28
Raw Score Frequency Distributions—Mathematics

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mathematics	3	0	40	5.06%	40	5.06%
		1	7	0.89%	47	5.95%
		2	4	0.51%	51	6.46%
		3	3	0.38%	54	6.84%
		4	5	0.63%	59	7.47%
		5	5	0.63%	64	8.10%
		6	5	0.63%	69	8.73%
		7	5	0.63%	74	9.37%
		8	5	0.63%	79	10.00%
		9	7	0.89%	86	10.89%
		10	5	0.63%	91	11.52%
		11	13	1.65%	104	13.17%
		12	17	2.15%	121	15.32%
		13	14	1.77%	135	17.09%
		14	15	1.90%	150	18.99%
		15	16	2.03%	166	21.01%
		16	14	1.77%	180	22.79%
		17	28	3.54%	208	26.33%
		18	18	2.28%	226	28.61%
		19	31	3.92%	257	32.53%
		20	30	3.80%	287	36.33%
		21	30	3.80%	317	40.13%
		22	24	3.04%	341	43.17%
		23	26	3.29%	367	46.46%
		24	36	4.56%	403	51.01%
		25	24	3.04%	427	54.05%
		26	48	6.08%	475	60.13%
		27	42	5.32%	517	65.44%
		28	52	6.58%	569	72.03%
		29	50	6.33%	619	78.35%
		30	39	4.94%	658	83.29%
		31	51	6.46%	709	89.75%
		32	41	5.19%	750	94.94%
		33	26	3.29%	776	98.23%
		34	14	1.77%	790	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mathematics	4	0	50	5.83%	50	5.83%
		1	8	0.93%	58	6.77%
		2	6	0.70%	64	7.47%
		3	2	0.23%	66	7.70%
		4	5	0.58%	71	8.29%
		5	6	0.70%	77	8.99%
		6	5	0.58%	82	9.57%
		7	3	0.35%	85	9.92%
		8	5	0.58%	90	10.50%
		9	7	0.82%	97	11.32%
		10	11	1.28%	108	12.60%
		11	9	1.05%	117	13.65%
		12	16	1.87%	133	15.52%
		13	12	1.40%	145	16.92%
		14	19	2.22%	164	19.14%
		15	16	1.87%	180	21.00%
		16	14	1.63%	194	22.64%
		17	16	1.87%	210	24.50%
		18	32	3.73%	242	28.24%
		19	28	3.27%	270	31.51%
		20	26	3.03%	296	34.54%
		21	41	4.78%	337	39.32%
		22	28	3.27%	365	42.59%
		23	27	3.15%	392	45.74%
		24	25	2.92%	417	48.66%
		25	30	3.50%	447	52.16%
		26	28	3.27%	475	55.43%
		27	47	5.48%	522	60.91%
		28	39	4.55%	561	65.46%
		29	51	5.95%	612	71.41%
		30	40	4.67%	652	76.08%
		31	65	7.58%	717	83.66%
		32	62	7.23%	779	90.90%
		33	55	6.42%	834	97.32%
		34	23	2.68%	857	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mathematics	5	0	35	4.34%	35	4.34%
		1	5	0.62%	40	4.96%
		2	6	0.74%	46	5.70%
		3	2	0.25%	48	5.95%
		4	4	0.50%	52	6.44%
		5	3	0.37%	55	6.82%
		6	9	1.12%	64	7.93%
		7	8	0.99%	72	8.92%
		8	9	1.12%	81	10.04%
		9	11	1.36%	92	11.40%
		10	5	0.62%	97	12.02%
		11	10	1.24%	107	13.26%
		12	13	1.61%	120	14.87%
		13	13	1.61%	133	16.48%
		14	10	1.24%	143	17.72%
		15	19	2.35%	162	20.07%
		16	17	2.11%	179	22.18%
		17	17	2.11%	196	24.29%
		18	20	2.48%	216	26.77%
		19	23	2.85%	239	29.62%
		20	24	2.97%	263	32.59%
		21	20	2.48%	283	35.07%
		22	21	2.60%	304	37.67%
		23	24	2.97%	328	40.64%
		24	35	4.34%	363	44.98%
		25	35	4.34%	398	49.32%
		26	31	3.84%	429	53.16%
		27	40	4.96%	469	58.12%
		28	36	4.46%	505	62.58%
		29	44	5.45%	549	68.03%
		30	49	6.07%	598	74.10%
		31	53	6.57%	651	80.67%
		32	72	8.92%	723	89.59%
		33	61	7.56%	784	97.15%
		34	23	2.85%	807	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mathematics	6	0	32	3.64%	32	3.64%
		1	5	0.57%	37	4.21%
		2	5	0.57%	42	4.77%
		3	5	0.57%	47	5.34%
		4	5	0.57%	52	5.91%
		5	4	0.45%	56	6.36%
		6	3	0.34%	59	6.71%
		7	10	1.14%	69	7.84%
		8	8	0.91%	77	8.75%
		9	12	1.36%	89	10.11%
		10	6	0.68%	95	10.80%
		11	10	1.14%	105	11.93%
		12	12	1.36%	117	13.30%
		13	21	2.39%	138	15.68%
		14	11	1.25%	149	16.93%
		15	13	1.48%	162	18.41%
		16	19	2.16%	181	20.57%
		17	17	1.93%	198	22.50%
		18	23	2.61%	221	25.11%
		19	20	2.27%	241	27.39%
		20	29	3.30%	270	30.68%
		21	21	2.39%	291	33.07%
		22	29	3.30%	320	36.36%
		23	39	4.43%	359	40.80%
		24	38	4.32%	397	45.11%
		25	29	3.30%	426	48.41%
		26	29	3.30%	455	51.71%
		27	43	4.89%	498	56.59%
		28	56	6.36%	554	62.96%
		29	52	5.91%	606	68.86%
		30	64	7.27%	670	76.14%
		31	73	8.30%	743	84.43%
		32	55	6.25%	798	90.68%
		33	53	6.02%	851	96.71%
		34	29	3.30%	880	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mathematics	7	0	54	6.42%	54	6.42%
		1	7	0.83%	61	7.25%
		2	7	0.83%	68	8.09%
		3	6	0.71%	74	8.80%
		4	3	0.36%	77	9.16%
		5	9	1.07%	86	10.23%
		6	7	0.83%	93	11.06%
		7	11	1.31%	104	12.37%
		8	9	1.07%	113	13.44%
		9	11	1.31%	124	14.74%
		10	20	2.38%	144	17.12%
		11	13	1.55%	157	18.67%
		12	13	1.55%	170	20.21%
		13	18	2.14%	188	22.35%
		14	9	1.07%	197	23.42%
		15	15	1.78%	212	25.21%
		16	20	2.38%	232	27.59%
		17	20	2.38%	252	29.96%
		18	11	1.31%	263	31.27%
		19	29	3.45%	292	34.72%
		20	21	2.50%	313	37.22%
		21	22	2.62%	335	39.83%
		22	34	4.04%	369	43.88%
		23	25	2.97%	394	46.85%
		24	36	4.28%	430	51.13%
		25	44	5.23%	474	56.36%
		26	43	5.11%	517	61.47%
		27	40	4.76%	557	66.23%
		28	40	4.76%	597	70.99%
		29	52	6.18%	649	77.17%
		30	46	5.47%	695	82.64%
		31	52	6.18%	747	88.82%
		32	50	5.95%	797	94.77%
		33	29	3.45%	826	98.22%
		34	15	1.78%	841	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mathematics	8	0	58	7.18%	58	7.18%
		1	6	0.74%	64	7.92%
		2	4	0.50%	68	8.42%
		3	3	0.37%	71	8.79%
		4	7	0.87%	78	9.65%
		5	4	0.50%	82	10.15%
		6	4	0.50%	86	10.64%
		7	15	1.86%	101	12.50%
		8	13	1.61%	114	14.11%
		9	15	1.86%	129	15.97%
		10	11	1.36%	140	17.33%
		11	18	2.23%	158	19.55%
		12	22	2.72%	180	22.28%
		13	16	1.98%	196	24.26%
		14	13	1.61%	209	25.87%
		15	18	2.23%	227	28.09%
		16	18	2.23%	245	30.32%
		17	15	1.86%	260	32.18%
		18	20	2.48%	280	34.65%
		19	15	1.86%	295	36.51%
		20	17	2.10%	312	38.61%
		21	21	2.60%	333	41.21%
		22	31	3.84%	364	45.05%
		23	31	3.84%	395	48.89%
		24	18	2.23%	413	51.11%
		25	31	3.84%	444	54.95%
		26	46	5.69%	490	60.64%
		27	42	5.20%	532	65.84%
		28	40	4.95%	572	70.79%
		29	39	4.83%	611	75.62%
		30	38	4.70%	649	80.32%
		31	56	6.93%	705	87.25%
		32	54	6.68%	759	93.94%
		33	30	3.71%	789	97.65%
		34	19	2.35%	808	100%

Table 28
Raw Score Frequency Distributions—Mathematics (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mathematics	10	0	40	5.12%	40	5.12%
		1	4	0.51%	44	5.63%
		2	4	0.51%	48	6.15%
		3	5	0.64%	53	6.79%
		4	5	0.64%	58	7.43%
		5	2	0.26%	60	7.68%
		6	4	0.51%	64	8.20%
		7	5	0.64%	69	8.84%
		8	4	0.51%	73	9.35%
		9	13	1.66%	86	11.01%
		10	7	0.90%	93	11.91%
		11	15	1.92%	108	13.83%
		12	15	1.92%	123	15.75%
		13	20	2.56%	143	18.31%
		14	13	1.66%	156	19.97%
		15	36	4.61%	192	24.58%
		16	26	3.33%	218	27.91%
		17	28	3.59%	246	31.50%
		18	33	4.23%	279	35.72%
		19	38	4.87%	317	40.59%
		20	30	3.84%	347	44.43%
		21	32	4.10%	379	48.53%
		22	37	4.74%	416	53.27%
		23	31	3.97%	447	57.23%
		24	39	4.99%	486	62.23%
		25	36	4.61%	522	66.84%
		26	39	4.99%	561	71.83%
		27	39	4.99%	600	76.83%
		28	41	5.25%	641	82.07%
		29	43	5.51%	684	87.58%
		30	32	4.10%	716	91.68%
		31	28	3.59%	744	95.26%
		32	17	2.18%	761	97.44%
		33	13	1.66%	774	99.10%
		34	7	0.90%	781	100%

Table 29
Raw Score Frequency Distributions—Science

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Science	4	0	56	6.57%	56	6.57%
		1	4	0.47%	60	7.03%
		2	5	0.59%	65	7.62%
		3	2	0.23%	67	7.86%
		4	3	0.35%	70	8.21%
		5	6	0.70%	76	8.91%
		6	3	0.35%	79	9.26%
		7	3	0.35%	82	9.61%
		8	4	0.47%	86	10.08%
		9	4	0.47%	90	10.55%
		10	5	0.59%	95	11.14%
		11	10	1.17%	105	12.31%
		12	6	0.70%	111	13.01%
		13	8	0.94%	119	13.95%
		14	9	1.06%	128	15.01%
		15	8	0.94%	136	15.94%
		16	7	0.82%	143	16.76%
		17	11	1.29%	154	18.05%
		18	9	1.06%	163	19.11%
		19	8	0.94%	171	20.05%
		20	7	0.82%	178	20.87%
		21	11	1.29%	189	22.16%
		22	12	1.41%	201	23.56%
		23	12	1.41%	213	24.97%
		24	7	0.82%	220	25.79%
		25	20	2.35%	240	28.14%
		26	18	2.11%	258	30.25%
		27	24	2.81%	282	33.06%
		28	22	2.58%	304	35.64%
		29	21	2.46%	325	38.10%
		30	24	2.81%	349	40.91%
		31	36	4.22%	385	45.14%
		32	44	5.16%	429	50.29%
		33	58	6.80%	487	57.09%
		34	60	7.03%	547	64.13%
		35	89	10.43%	636	74.56%

Table 29
Raw Score Frequency Distributions—Science (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Science	4	36	96	11.25%	732	85.82%
		37	121	14.19%	853	100%

Table 29
Raw Score Frequency Distributions—Science (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Science	8	0	54	6.69%	54	6.69%
		1	5	0.62%	59	7.31%
		2	5	0.62%	64	7.93%
		3	1	0.12%	65	8.06%
		4	3	0.37%	68	8.43%
		5	2	0.25%	70	8.67%
		6	1	0.12%	71	8.80%
		7	4	0.50%	75	9.29%
		8	2	0.25%	77	9.54%
		9	5	0.62%	82	10.16%
		10	3	0.37%	85	10.53%
		11	2	0.25%	87	10.78%
		12	3	0.37%	90	11.15%
		13	12	1.49%	102	12.64%
		14	5	0.62%	107	13.26%
		15	6	0.74%	113	14.00%
		16	7	0.87%	120	14.87%
		17	4	0.50%	124	15.37%
		18	8	0.99%	132	16.36%
		19	8	0.99%	140	17.35%
		20	6	0.74%	146	18.09%
		21	12	1.49%	158	19.58%
		22	9	1.12%	167	20.69%
		23	10	1.24%	177	21.93%
		24	13	1.61%	190	23.54%
		25	10	1.24%	200	24.78%
		26	10	1.24%	210	26.02%
		27	12	1.49%	222	27.51%
		28	14	1.74%	236	29.24%
		29	18	2.23%	254	31.48%
		30	15	1.86%	269	33.33%
		31	24	2.97%	293	36.31%
		32	31	3.84%	324	40.15%
		33	34	4.21%	358	44.36%
		34	38	4.71%	396	49.07%
		35	60	7.44%	456	56.51%

Table 29
Raw Score Frequency Distributions—Science (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Science	8	36	80	9.91%	536	66.42%
		37	79	9.79%	615	76.21%
		38	103	12.76%	718	88.97%
		39	89	11.03%	807	100%

Table 29
Raw Score Frequency Distributions—Science (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Science	10	0	39	5.01%	39	5.01%
		1	2	0.26%	41	5.26%
		2	1	0.13%	42	5.39%
		3	2	0.26%	44	5.65%
		4	1	0.13%	45	5.78%
		5	5	0.64%	50	6.42%
		6	2	0.26%	52	6.68%
		7	1	0.13%	53	6.80%
		8	0	0.00%	53	6.80%
		9	2	0.26%	55	7.06%
		10	4	0.51%	59	7.57%
		11	5	0.64%	64	8.22%
		12	4	0.51%	68	8.73%
		13	4	0.51%	72	9.24%
		14	5	0.64%	77	9.88%
		15	3	0.39%	80	10.27%
		16	2	0.26%	82	10.53%
		17	10	1.28%	92	11.81%
		18	6	0.77%	98	12.58%
		19	8	1.03%	106	13.61%
		20	9	1.16%	115	14.76%
		21	8	1.03%	123	15.79%
		22	11	1.41%	134	17.20%
		23	8	1.03%	142	18.23%
		24	6	0.77%	148	19.00%
		25	7	0.90%	155	19.90%
		26	11	1.41%	166	21.31%
		27	15	1.93%	181	23.24%
		28	10	1.28%	191	24.52%
		29	10	1.28%	201	25.80%
		30	16	2.05%	217	27.86%
		31	23	2.95%	240	30.81%
		32	28	3.59%	268	34.40%
		33	32	4.11%	300	38.51%
		34	50	6.42%	350	44.93%
		35	51	6.55%	401	51.48%

Table 29
Raw Score Frequency Distributions—Science (continued)

Content	Grade	Raw Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Science	10	36	66	8.47%	467	59.95%
		37	113	14.51%	580	74.45%
		38	111	14.25%	691	88.70%
		39	88	11.30%	779	100%

Table 30
Cut Scores and Percent of Students in Each Performance Level—Total Group

		Cut Scores									Percent of Students in Each Performance Level				
Content	Grade	N	WAA-SwD Minimal Performance		WAA-SwD Basic		WAA-SwD Proficient		WAA-SwD Advanced		WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
			Low	High	Low	High	Low	High	Low	High					
Reading	3	790	0	9	10	18	19	25	26	30	11.52%	20.00%	38.73%	29.75%	68.48%
	4	859	0	9	10	21	22	27	28	30	11.64%	22.93%	39.00%	26.43%	65.43%
	5	808	0	7	8	19	20	26	27	30	10.03%	19.31%	34.04%	36.63%	70.67%
	6	881	0	7	8	20	21	26	27	30	8.17%	22.93%	34.85%	34.05%	68.90%
	7	842	0	8	9	20	21	25	26	31	12.00%	26.37%	19.60%	42.04%	61.64%
	8	809	0	8	9	19	20	25	26	30	11.62%	25.34%	22.00%	41.04%	63.04%
	10	781	0	9	10	19	20	25	26	30	9.22%	17.93%	34.32%	38.54%	72.86%
Mathematics	3	790	0	6	7	17	18	27	28	34	8.73%	17.60%	39.11%	34.56%	73.67%
	4	857	0	8	9	18	19	27	28	34	10.50%	17.74%	32.67%	39.09%	71.76%
	5	807	0	8	9	18	19	27	28	34	10.04%	16.73%	31.35%	41.88%	73.23%
	6	880	0	9	10	18	19	28	29	34	10.11%	15.00%	37.84%	37.05%	74.89%
	7	841	0	7	8	16	17	27	28	34	12.37%	15.22%	38.64%	33.77%	72.41%
	8	808	0	7	8	17	18	27	28	34	12.50%	19.68%	33.66%	34.16%	67.82%
	10	781	0	7	8	17	18	25	26	34	8.84%	22.66%	35.34%	33.16%	68.50%
Science	4	853	0	14	15	24	25	31	32	37	15.01%	10.79%	19.34%	54.87%	74.21%
	8	807	0	13	14	23	24	33	34	39	12.64%	9.29%	22.43%	55.64%	78.07%
	10	779	0	11	12	25	26	32	33	39	8.22%	11.68%	14.51%	65.60%	80.10%

Table 31**Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading**

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	3	Gender	TOTAL	790	11.52%	20.00%	38.73%	29.75%	68.48%
			Female	260	10.39%	20.77%	40.00%	28.85%	68.85%
			Male	530	12.08%	19.62%	38.11%	30.19%	68.30%
		Ethnicity	Asian/Pacific Islander	44	15.91%	20.46%	34.09%	29.55%	63.64%
			Black (not of Hispanic Origin)	166	8.43%	21.08%	42.77%	27.71%	70.48%
			Hispanic	81	14.82%	16.05%	37.04%	32.10%	69.14%
			American Indian/Alaska Native	25	8.00%	20.00%	28.00%	44.00%	72.00%
			White (not of Hispanic Origin)	474	11.81%	20.25%	38.61%	29.33%	67.93%
		ELP	English Language Proficient	719	11.27%	19.89%	38.80%	30.04%	68.85%
			Not English Language Proficient	71	14.09%	21.13%	38.03%	26.76%	64.79%
		SES	Economically Disadvantaged	497	10.06%	19.32%	39.64%	30.99%	70.62%
			Not Economically Disadvantaged	293	13.99%	21.16%	37.20%	27.65%	64.85%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 31
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	4	Gender	TOTAL	859	11.64%	22.93%	39.00%	26.43%	65.43%
			Female	306	14.71%	20.59%	41.18%	23.53%	64.71%
			Male	553	9.95%	24.23%	37.79%	28.03%	65.82%
		Ethnicity	Asian/Pacific Islander	26	11.54%	42.31%	26.92%	19.23%	46.15%
			Black (not of Hispanic Origin)	182	10.99%	19.23%	41.21%	28.57%	69.78%
			Hispanic	66	15.15%	42.42%	25.76%	16.67%	42.42%
			American Indian/Alaska Native	15	0.00%	6.67%	46.67%	46.67%	93.33%
			White (not of Hispanic Origin)	568	11.62%	21.30%	40.32%	26.76%	67.08%
		ELP	English Language Proficient	823	11.79%	21.99%	39.61%	26.61%	66.22%
			Not English Language Proficient	36	8.33%	44.44%	25.00%	22.22%	47.22%
		SES	Economically Disadvantaged	526	8.94%	22.05%	38.02%	30.99%	69.01%
			Not Economically Disadvantaged	333	15.92%	24.32%	40.54%	19.22%	59.76%

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Table 31

Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	5	Gender	TOTAL	808	10.03%	19.31%	34.04%	36.63%	70.67%
			Female	274	10.58%	18.25%	31.02%	40.15%	71.17%
			Male	534	9.74%	19.85%	35.58%	34.83%	70.41%
		Ethnicity	Asian/Pacific Islander	20	15.00%	25.00%	25.00%	35.00%	60.00%
			Black (not of Hispanic Origin)	156	5.13%	13.46%	39.10%	42.31%	81.41%
			Hispanic	85	12.94%	18.82%	29.41%	38.82%	68.24%
			American Indian/Alaska Native	17	5.88%	11.77%	47.06%	35.29%	82.35%
			White (not of Hispanic Origin)	530	10.94%	21.13%	33.21%	34.72%	67.93%
		ELP	English Language Proficient	760	10.13%	19.08%	33.82%	36.97%	70.79%
			Not English Language Proficient	48	8.33%	22.92%	37.50%	31.25%	68.75%
		SES	Economically Disadvantaged	485	7.01%	16.50%	32.58%	43.92%	76.50%
			Not Economically Disadvantaged	323	14.55%	23.53%	36.22%	25.70%	61.92%

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Table 31

Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	6	Gender	TOTAL	881	8.17%	22.93%	34.85%	34.05%	68.90%
			Female	301	9.64%	26.58%	30.23%	33.56%	63.79%
			Male	580	7.41%	21.03%	37.24%	34.31%	71.55%
		Ethnicity	Asian/Pacific Islander	31	12.90%	25.81%	38.71%	22.58%	61.29%
			Black (not of Hispanic Origin)	152	7.24%	15.79%	33.55%	43.42%	76.97%
			Hispanic	94	6.38%	28.72%	34.04%	30.85%	64.89%
			American Indian/Alaska Native	14	21.43%	7.14%	21.43%	50.00%	71.43%
			White (not of Hispanic Origin)	590	8.14%	24.07%	35.42%	32.37%	67.80%
		ELP	English Language Proficient	830	8.55%	22.77%	34.58%	34.10%	68.68%
			Not English Language Proficient	51	1.96%	25.49%	39.22%	33.33%	72.55%
		SES	Economically Disadvantaged	508	6.50%	20.67%	35.63%	37.21%	72.84%
			Not Economically Disadvantaged	373	10.46%	26.01%	33.78%	29.76%	63.54%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 31
Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	7	Gender	TOTAL	842	12.00%	26.37%	19.60%	42.04%	61.64%
			Female	313	13.10%	25.24%	19.17%	42.49%	61.66%
			Male	529	11.34%	27.03%	19.85%	41.78%	61.63%
		Ethnicity	Asian/Pacific Islander	18	11.11%	44.44%	27.78%	16.67%	44.44%
			Black (not of Hispanic Origin)	168	9.52%	16.07%	23.81%	50.60%	74.41%
			Hispanic	75	10.67%	29.33%	18.67%	41.33%	60.00%
			American Indian/Alaska Native	14	0.00%	21.43%	21.43%	57.14%	78.57%
			White (not of Hispanic Origin)	567	13.23%	28.57%	18.17%	40.04%	58.20%
		ELP	English Language Proficient	800	12.00%	26.13%	19.38%	42.50%	61.88%
			Not English Language Proficient	42	11.91%	30.95%	23.81%	33.33%	57.14%
		SES	Economically Disadvantaged	513	7.80%	21.44%	20.27%	50.49%	70.76%
			Not Economically Disadvantaged	329	18.54%	34.04%	18.54%	28.88%	47.42%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 31

Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	8	Gender	TOTAL	809	11.62%	25.34%	22.00%	41.04%	63.04%
			Female	290	15.52%	24.83%	16.90%	42.76%	59.66%
			Male	519	9.44%	25.63%	24.86%	40.08%	64.93%
		Ethnicity	Asian/Pacific Islander	33	21.21%	33.33%	12.12%	33.33%	45.46%
			Black (not of Hispanic Origin)	157	8.28%	27.39%	22.93%	41.40%	64.33%
			Hispanic	71	8.45%	25.35%	35.21%	30.99%	66.20%
			American Indian/Alaska Native	17	5.88%	41.18%	11.77%	41.18%	52.94%
			White (not of Hispanic Origin)	530	12.45%	23.77%	20.94%	42.83%	63.77%
		ELP	English Language Proficient	764	12.04%	25.52%	20.94%	41.49%	62.44%
			Not English Language Proficient	45	4.44%	22.22%	40.00%	33.33%	73.33%
		SES	Economically Disadvantaged	448	7.81%	21.43%	24.11%	46.65%	70.76%
			Not Economically Disadvantaged	361	16.34%	30.19%	19.39%	34.07%	53.46%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 31

Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Reading (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	10	Gender	TOTAL	781	9.22%	17.93%	34.32%	38.54%	72.86%
			Female	287	11.85%	12.89%	34.50%	40.77%	75.26%
			Male	491	7.74%	20.98%	34.01%	37.27%	71.28%
		Ethnicity	Asian/Pacific Islander	33	6.06%	18.18%	36.36%	39.39%	75.76%
			Black (not of Hispanic Origin)	121	6.61%	15.70%	42.15%	35.54%	77.69%
			Hispanic	68	5.88%	16.18%	26.47%	51.47%	77.94%
			American Indian/Alaska Native	14	7.14%	14.29%	42.86%	35.71%	78.57%
			White (not of Hispanic Origin)	539	10.58%	18.74%	33.21%	37.48%	70.69%
		ELP	English Language Proficient	731	9.85%	17.37%	34.06%	38.71%	72.78%
			Not English Language Proficient	50	0.00%	26.00%	38.00%	36.00%	74.00%
		SES	Economically Disadvantaged	412	5.83%	14.81%	34.95%	44.42%	79.37%
			Not Economically Disadvantaged	369	13.01%	21.41%	33.60%	31.98%	65.58%

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Table 32**Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Mathematics**

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	3	Gender	TOTAL	790	8.73%	17.60%	39.11%	34.56%	73.67%
			Female	260	10.39%	16.92%	40.39%	32.31%	72.69%
			Male	530	7.93%	17.93%	38.49%	35.66%	74.15%
		Ethnicity	Asian/Pacific Islander	44	6.82%	27.27%	31.82%	34.09%	65.91%
			Black (not of Hispanic Origin)	166	7.83%	14.46%	40.36%	37.35%	77.71%
			Hispanic	83	12.05%	18.07%	33.74%	36.15%	69.88%
			American Indian/Alaska Native	25	8.00%	12.00%	36.00%	44.00%	80.00%
			White (not of Hispanic Origin)	472	8.69%	18.01%	40.47%	32.84%	73.31%
		ELP	English Language Proficient	717	8.79%	16.74%	40.03%	34.45%	74.48%
			Not English Language Proficient	73	8.22%	26.03%	30.14%	35.62%	65.75%
		SES	Economically Disadvantaged	497	7.45%	15.69%	38.43%	38.43%	76.86%
			Not Economically Disadvantaged	293	10.92%	20.82%	40.27%	27.99%	68.26%

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Table 32

Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	4	Gender	TOTAL	857	10.50%	17.74%	32.67%	39.09%	71.76%
			Female	306	14.38%	17.65%	32.68%	35.29%	67.97%
			Male	551	8.35%	17.79%	32.67%	41.20%	73.87%
		Ethnicity	Asian/Pacific Islander	26	3.85%	23.08%	50.00%	23.08%	73.08%
			Black (not of Hispanic Origin)	181	11.05%	13.81%	33.70%	41.44%	75.14%
			Hispanic	66	16.67%	28.79%	24.24%	30.30%	54.55%
			American Indian/Alaska Native	15	0.00%	6.67%	33.33%	60.00%	93.33%
			White (not of Hispanic Origin)	567	10.23%	17.46%	32.63%	39.68%	72.31%
		ELP	English Language Proficient	821	10.60%	17.30%	32.52%	39.59%	72.11%
			Not English Language Proficient	36	8.33%	27.78%	36.11%	27.78%	63.89%
		SES	Economically Disadvantaged	525	8.00%	15.62%	29.91%	46.48%	76.38%
			Not Economically Disadvantaged	332	14.46%	21.08%	37.05%	27.41%	64.46%

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Table 32

Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	5	Gender	TOTAL	807	10.04%	16.73%	31.35%	41.88%	73.23%
			Female	275	9.82%	17.82%	37.46%	34.91%	72.36%
			Male	532	10.15%	16.17%	28.20%	45.49%	73.68%
		Ethnicity	Asian/Pacific Islander	20	15.00%	35.00%	20.00%	30.00%	50.00%
			Black (not of Hispanic Origin)	156	7.69%	9.62%	32.05%	50.64%	82.69%
			Hispanic	86	8.14%	20.93%	32.56%	38.37%	70.93%
			American Indian/Alaska Native	17	11.77%	5.88%	23.53%	58.82%	82.35%
			White (not of Hispanic Origin)	528	10.80%	17.80%	31.63%	39.77%	71.40%
		ELP	English Language Proficient	758	10.55%	15.96%	31.14%	42.35%	73.48%
			Not English Language Proficient	49	2.04%	28.57%	34.69%	34.69%	69.39%
		SES	Economically Disadvantaged	486	7.20%	13.79%	27.98%	51.03%	79.01%
			Not Economically Disadvantaged	321	14.33%	21.18%	36.45%	28.04%	64.49%

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Table 32

Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	6	Gender	TOTAL	880	10.11%	15.00%	37.84%	37.05%	74.89%
			Female	301	11.30%	18.27%	37.21%	33.22%	70.43%
			Male	579	9.50%	13.30%	38.17%	39.03%	77.20%
		Ethnicity	Asian/Pacific Islander	31	12.90%	12.90%	54.84%	19.36%	74.19%
			Black (not of Hispanic Origin)	152	9.87%	9.87%	34.21%	46.05%	80.26%
			Hispanic	94	11.70%	18.09%	36.17%	34.04%	70.21%
			American Indian/Alaska Native	14	14.29%	14.29%	28.57%	42.86%	71.43%
			White (not of Hispanic Origin)	589	9.68%	15.96%	38.37%	35.99%	74.36%
		ELP	English Language Proficient	829	10.50%	14.84%	37.76%	36.91%	74.67%
			Not English Language Proficient	51	3.92%	17.65%	39.22%	39.22%	78.43%
		SES	Economically Disadvantaged	507	8.48%	11.83%	36.69%	43.00%	79.68%
			Not Economically Disadvantaged	373	12.33%	19.30%	39.41%	28.95%	68.37%

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Table 32

Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	7	Gender	TOTAL	841	12.37%	15.22%	38.64%	33.77%	72.41%
			Female	313	14.70%	16.61%	37.38%	31.31%	68.69%
			Male	528	10.99%	14.39%	39.39%	35.23%	74.62%
		Ethnicity	Asian/Pacific Islander	18	11.11%	16.67%	55.56%	16.67%	72.22%
			Black (not of Hispanic Origin)	168	8.93%	10.12%	45.83%	35.12%	80.95%
			Hispanic	75	9.33%	20.00%	33.33%	37.33%	70.67%
			American Indian/Alaska Native	14	7.14%	7.14%	35.71%	50.00%	85.71%
			White (not of Hispanic Origin)	566	13.96%	16.25%	36.75%	33.04%	69.79%
		ELP	English Language Proficient	799	12.39%	15.65%	38.42%	33.54%	71.97%
			Not English Language Proficient	42	11.91%	7.14%	42.86%	38.10%	80.95%
		SES	Economically Disadvantaged	513	8.38%	11.89%	39.38%	40.35%	79.73%
			Not Economically Disadvantaged	328	18.60%	20.43%	37.50%	23.48%	60.98%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 32

Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	8	Gender	TOTAL	808	12.50%	19.68%	33.66%	34.16%	67.82%
			Female	290	17.59%	20.00%	33.79%	28.62%	62.41%
			Male	518	9.65%	19.50%	33.59%	37.26%	70.85%
		Ethnicity	Asian/Pacific Islander	33	18.18%	24.24%	45.46%	12.12%	57.58%
			Black (not of Hispanic Origin)	157	8.28%	20.38%	36.94%	34.40%	71.34%
			Hispanic	71	8.45%	21.13%	40.85%	29.58%	70.42%
			American Indian/Alaska Native	17	11.77%	11.77%	35.29%	41.18%	76.47%
			White (not of Hispanic Origin)	529	13.80%	19.28%	31.00%	35.92%	66.92%
		ELP	English Language Proficient	763	13.24%	19.92%	32.24%	34.60%	66.84%
			Not English Language Proficient	45	0.00%	15.56%	57.78%	26.67%	84.44%
		SES	Economically Disadvantaged	448	7.59%	15.63%	35.49%	41.30%	76.79%
			Not Economically Disadvantaged	360	18.61%	24.72%	31.39%	25.28%	56.67%

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Table 32

Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Mathematics (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	10	Gender	TOTAL	781	8.84%	22.66%	35.34%	33.16%	68.50%
			Female	287	11.50%	20.21%	41.81%	26.48%	68.29%
			Male	491	7.33%	24.03%	31.57%	37.07%	68.64%
		Ethnicity	Asian/Pacific Islander	33	3.03%	18.18%	42.42%	36.36%	78.79%
			Black (not of Hispanic Origin)	121	4.96%	23.97%	39.67%	31.41%	71.07%
			Hispanic	68	7.35%	14.71%	33.82%	44.12%	77.94%
			American Indian/Alaska Native	14	0.00%	50.00%	7.14%	42.86%	50.00%
			White (not of Hispanic Origin)	539	10.58%	22.82%	35.07%	31.54%	66.61%
		ELP	English Language Proficient	731	9.44%	22.30%	35.43%	32.83%	68.26%
			Not English Language Proficient	50	0.00%	28.00%	34.00%	38.00%	72.00%
		SES	Economically Disadvantaged	412	5.10%	18.93%	35.68%	40.29%	75.97%
			Not Economically Disadvantaged	369	13.01%	26.83%	34.96%	25.20%	60.16%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 33**Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Science**

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	4	Gender	TOTAL	853	15.01%	10.79%	19.34%	54.87%	74.21%
			Female	304	17.76%	10.53%	21.05%	50.66%	71.71%
			Male	549	13.48%	10.93%	18.40%	57.20%	75.59%
		Ethnicity	Asian/Pacific Islander	26	15.39%	15.39%	30.77%	38.46%	69.23%
			Black (not of Hispanic Origin)	179	14.53%	7.82%	17.88%	59.78%	77.65%
			Hispanic	66	22.73%	21.21%	15.15%	40.91%	56.06%
			American Indian/Alaska Native	14	7.14%	7.14%	7.14%	78.57%	85.71%
			White (not of Hispanic Origin)	566	14.31%	10.25%	20.14%	55.30%	75.44%
		ELP	English Language Proficient	817	15.30%	10.04%	19.22%	55.45%	74.66%
			Not English Language Proficient	36	8.33%	27.78%	22.22%	41.67%	63.89%
		SES	Economically Disadvantaged	521	11.71%	8.45%	18.04%	61.80%	79.85%
			Not Economically Disadvantaged	332	20.18%	14.46%	21.39%	43.98%	65.36%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 33

Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Science (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	8	Gender	TOTAL	807	12.64%	9.29%	22.43%	55.64%	78.07%
			Female	289	16.96%	10.38%	20.76%	51.90%	72.66%
			Male	518	10.23%	8.69%	23.36%	57.72%	81.08%
		Ethnicity	Asian/Pacific Islander	33	18.18%	24.24%	15.15%	42.42%	57.58%
			Black (not of Hispanic Origin)	157	7.64%	7.01%	26.75%	58.60%	85.35%
			Hispanic	71	7.04%	9.86%	29.58%	53.52%	83.10%
			American Indian/Alaska Native	17	5.88%	11.77%	35.29%	47.06%	82.35%
			White (not of Hispanic Origin)	528	14.58%	8.90%	20.27%	56.25%	76.52%
		ELP	English Language Proficient	762	13.39%	9.19%	22.18%	55.25%	77.43%
			Not English Language Proficient	45	0.00%	11.11%	26.67%	62.22%	88.89%
		SES	Economically Disadvantaged	448	7.59%	7.14%	20.54%	64.73%	85.27%
			Not Economically Disadvantaged	359	18.94%	11.98%	24.79%	44.29%	69.08%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 33

Percent of Students by Grade in Each Performance Level by Gender, Ethnicity, English Language Proficiency, and Socioeconomic Status—Science (continued)

Content	Grade	Variable	Subgroup	Sample Size	Percent of Students in Each Performance Level				
					WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	10	Gender	TOTAL	779	8.22%	11.68%	14.51%	65.60%	80.10%
			Female	287	11.15%	9.41%	12.89%	66.55%	79.44%
			Male	489	6.54%	13.09%	15.54%	64.83%	80.37%
		Ethnicity	Asian/Pacific Islander	33	6.06%	6.06%	30.30%	57.58%	87.88%
			Black (not of Hispanic Origin)	120	5.00%	12.50%	11.67%	70.83%	82.50%
			Hispanic	68	5.88%	4.41%	14.71%	75.00%	89.71%
			American Indian/Alaska Native	14	7.14%	14.29%	7.14%	71.43%	78.57%
			White (not of Hispanic Origin)	538	9.48%	12.83%	14.31%	63.38%	77.70%
		ELP	English Language Proficient	729	8.78%	11.66%	13.86%	65.71%	79.56%
			Not English Language Proficient	50	0.00%	12.00%	24.00%	64.00%	88.00%
		SES	Economically Disadvantaged	411	4.14%	8.76%	12.90%	74.21%	87.11%
			Not Economically Disadvantaged	368	12.77%	14.95%	16.30%	55.98%	72.28%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 34
Percent of Students by Grade in Each Performance Level by Disability—Reading

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Reading	3	Autism	214	18.69%	22.43%	34.11%	24.77%	58.88%
		Cognitive Disability	346	8.96%	22.25%	45.38%	23.41%	68.79%
		Deaf-Blind	0	—	—	—	—	—
		Emotional Behavioral Disability	14	0.00%	7.14%	21.43%	71.43%	92.86%
		Hearing Impairment	3	—	—	—	—	—
		Specific Learning Disability	31	0.00%	12.90%	25.81%	61.29%	87.10%
		Other Health Impairment	124	10.48%	14.52%	33.07%	41.94%	75.00%
		Orthopedic Impairment	19	10.53%	36.84%	31.58%	21.05%	52.63%
		Speech or Language Impairment	21	0.00%	4.76%	42.86%	52.38%	95.24%
		Traumatic Brain Injury	8	—	—	—	—	—
		Visual Impairment	3	—	—	—	—	—
		Significant Developmental Delay	0	—	—	—	—	—
		Not IDEA Eligible or No Disability	6	—	—	—	—	—
		Not Specified	1	—	—	—	—	—

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 34
Percent of Students by Grade in Each Performance Level by Disability—Reading (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	4	Autism	193	11.92%	25.39%	34.72%	27.98%	62.69%
		Cognitive Disability	428	8.65%	26.64%	44.63%	20.09%	64.72%
		Deaf-Blind	0	—	—	—	—	—
		Emotional Behavioral Disability	14	0.00%	0.00%	57.14%	42.86%	100.00%
		Hearing Impairment	3	—	—	—	—	—
		Specific Learning Disability	38	0.00%	2.63%	23.68%	73.68%	97.37%
		Other Health Impairment	130	20.00%	14.62%	36.15%	29.23%	65.39%
		Orthopedic Impairment	11	36.36%	54.55%	9.09%	0.00%	9.09%
		Speech or Language Impairment	20	0.00%	10.00%	25.00%	65.00%	90.00%
		Traumatic Brain Injury	12	41.67%	33.33%	16.67%	8.33%	25.00%
		Visual Impairment	3	—	—	—	—	—
		Significant Developmental Delay	0	—	—	—	—	—
		Not IDEA Eligible or No Disability	6	—	—	—	—	—
		Not Specified	1	—	—	—	—	—

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 34
Percent of Students by Grade in Each Performance Level by Disability—Reading (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	5	Autism	184	11.41%	25.54%	35.87%	27.17%	63.04%
		Cognitive Disability	425	8.94%	20.00%	36.24%	34.82%	71.06%
		Deaf-Blind	0	—	—	—	—	—
		Emotional Behavioral Disability	10	0.00%	10.00%	30.00%	60.00%	90.00%
		Hearing Impairment	4	—	—	—	—	—
		Specific Learning Disability	46	0.00%	0.00%	19.57%	80.44%	100.00%
		Other Health Impairment	99	9.09%	15.15%	32.32%	43.43%	75.76%
		Orthopedic Impairment	16	37.50%	31.25%	25.00%	6.25%	31.25%
		Speech or Language Impairment	4	—	—	—	—	—
		Traumatic Brain Injury	14	21.43%	14.29%	35.71%	28.57%	64.29%
		Visual Impairment	1	—	—	—	—	—
		Significant Developmental Delay	0	—	—	—	—	—
		Not IDEA Eligible or No Disability	4	—	—	—	—	—
		Not Specified	1	—	—	—	—	—

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Table 34
Percent of Students by Grade in Each Performance Level by Disability—Reading (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	6	Autism	200	9.50%	32.00%	40.00%	18.50%	58.50%
		Cognitive Disability	471	8.28%	24.42%	36.09%	31.21%	67.30%
		Deaf-Blind	0	—	—	—	—	—
		Emotional Behavioral Disability	21	0.00%	0.00%	33.33%	66.67%	100.00%
		Hearing Impairment	1	—	—	—	—	—
		Specific Learning Disability	38	0.00%	2.63%	10.53%	86.84%	97.37%
		Other Health Impairment	100	7.00%	12.00%	33.00%	48.00%	81.00%
		Orthopedic Impairment	24	20.83%	12.50%	33.33%	33.33%	66.67%
		Speech or Language Impairment	10	0.00%	10.00%	10.00%	80.00%	90.00%
		Traumatic Brain Injury	9	—	—	—	—	—
		Visual Impairment	4	—	—	—	—	—
		Significant Developmental Delay	0	—	—	—	—	—
		Not IDEA Eligible or No Disability	3	—	—	—	—	—
		Not Specified	0	—	—	—	—	—

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Table 34
Percent of Students by Grade in Each Performance Level by Disability—Reading (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	7	Autism	149	13.42%	39.60%	22.15%	24.83%	46.98%
		Cognitive Disability	483	12.63%	28.36%	20.29%	38.72%	59.01%
		Deaf-Blind	0	—	—	—	—	—
		Emotional Behavioral Disability	20	0.00%	10.00%	25.00%	65.00%	90.00%
		Hearing Impairment	7	—	—	—	—	—
		Specific Learning Disability	43	0.00%	0.00%	11.63%	88.37%	100.00%
		Other Health Impairment	114	13.16%	14.04%	13.16%	59.65%	72.81%
		Orthopedic Impairment	15	20.00%	26.67%	26.67%	26.67%	53.33%
		Speech or Language Impairment	2	—	—	—	—	—
		Traumatic Brain Injury	4	—	—	—	—	—
		Visual Impairment	3	—	—	—	—	—
		Significant Developmental Delay	0	—	—	—	—	—
		Not IDEA Eligible or No Disability	0	—	—	—	—	—
		Not Specified	2	—	—	—	—	—

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Table 34
Percent of Students by Grade in Each Performance Level by Disability—Reading (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	8	Autism	147	12.25%	42.18%	22.45%	23.13%	45.58%
		Cognitive Disability	457	12.47%	24.07%	24.07%	39.39%	63.46%
		Deaf-Blind	0	—	—	—	—	—
		Emotional Behavioral Disability	24	0.00%	16.67%	8.33%	75.00%	83.33%
		Hearing Impairment	3	—	—	—	—	—
		Specific Learning Disability	41	2.44%	2.44%	17.07%	78.05%	95.12%
		Other Health Impairment	104	10.58%	19.23%	19.23%	50.96%	70.19%
		Orthopedic Impairment	18	16.67%	38.89%	16.67%	27.78%	44.44%
		Speech or Language Impairment	3	—	—	—	—	—
		Traumatic Brain Injury	7	—	—	—	—	—
		Visual Impairment	2	—	—	—	—	—
		Significant Developmental Delay	0	—	—	—	—	—
		Not IDEA Eligible or No Disability	2	—	—	—	—	—
		Not Specified	1	—	—	—	—	—

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Table 34
Percent of Students by Grade in Each Performance Level by Disability—Reading (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Reading	10	Autism	153	13.07%	25.49%	33.99%	27.45%	61.44%
		Cognitive Disability	476	9.03%	19.75%	35.71%	35.50%	71.22%
		Deaf-Blind	0	—	—	—	—	—
		Emotional Behavioral Disability	15	0.00%	0.00%	20.00%	80.00%	100.00%
		Hearing Impairment	3	—	—	—	—	—
		Specific Learning Disability	26	0.00%	0.00%	7.69%	92.31%	100.00%
		Other Health Impairment	62	8.07%	3.23%	30.65%	58.07%	88.71%
		Orthopedic Impairment	14	21.43%	14.29%	50.00%	14.29%	64.29%
		Speech or Language Impairment	7	—	—	—	—	—
		Traumatic Brain Injury	5	—	—	—	—	—
		Visual Impairment	2	—	—	—	—	—
		Significant Developmental Delay	0	—	—	—	—	—
		Not IDEA Eligible or No Disability	15	0.00%	20.00%	33.33%	46.67%	80.00%
		Not Specified	3	—	—	—	—	—

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 35
Percent of Students by Grade in Each Performance Level by Disability—Mathematics

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Mathematics	3	Autism	212	8.96%	24.53%	40.57%	25.94%	66.51%
		Cognitive Disability	348	8.33%	20.12%	42.24%	29.31%	71.55%
		Deaf-Blind	0	—	—	—	—	—
		Emotional Behavioral Disability	14	0.00%	0.00%	28.57%	71.43%	100.00%
		Hearing Impairment	3	—	—	—	—	—
		Specific Learning Disability	31	0.00%	3.23%	25.81%	70.97%	96.77%
		Other Health Impairment	124	8.87%	9.68%	33.07%	48.39%	81.45%
		Orthopedic Impairment	19	21.05%	10.53%	31.58%	36.84%	68.42%
		Speech or Language Impairment	21	0.00%	4.76%	42.86%	52.38%	95.24%
		Traumatic Brain Injury	8	—	—	—	—	—
		Visual Impairment	3	—	—	—	—	—
		Significant Developmental Delay	0	—	—	—	—	—
		Not IDEA Eligible or No Disability	6	—	—	—	—	—
		Not Specified	1	—	—	—	—	—

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Table 35
Percent of Students by Grade in Each Performance Level by Disability—Mathematics (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Mathematics	4	Autism	191	8.90%	25.65%	34.56%	30.89%	65.45%
		Cognitive Disability	428	8.65%	17.52%	38.79%	35.05%	73.83%
		Deaf-Blind	0	—	—	—	—	—
		Emotional Behavioral Disability	14	0.00%	0.00%	21.43%	78.57%	100.00%
		Hearing Impairment	3	—	—	—	—	—
		Specific Learning Disability	38	0.00%	0.00%	0.00%	100.00%	100.00%
		Other Health Impairment	130	17.69%	14.62%	25.39%	42.31%	67.69%
		Orthopedic Impairment	11	36.36%	27.27%	27.27%	9.09%	36.36%
		Speech or Language Impairment	20	0.00%	10.00%	5.00%	85.00%	90.00%
		Traumatic Brain Injury	12	41.67%	16.67%	25.00%	16.67%	41.67%
		Visual Impairment	3	—	—	—	—	—
		Significant Developmental Delay	0	—	—	—	—	—
		Not IDEA Eligible or No Disability	6	—	—	—	—	—
		Not Specified	1	—	—	—	—	—

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Table 35
Percent of Students by Grade in Each Performance Level by Disability—Mathematics (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Mathematics	5	Autism	182	13.74%	21.43%	34.62%	30.22%	64.84%
		Cognitive Disability	426	8.22%	18.08%	33.57%	40.14%	73.71%
		Deaf-Blind	0	—	—	—	—	—
		Emotional Behavioral Disability	10	0.00%	0.00%	20.00%	80.00%	100.00%
		Hearing Impairment	4	—	—	—	—	—
		Specific Learning Disability	46	0.00%	0.00%	6.52%	93.48%	100.00%
		Other Health Impairment	99	8.08%	14.14%	31.31%	46.47%	77.78%
		Orthopedic Impairment	16	37.50%	18.75%	37.50%	6.25%	43.75%
		Speech or Language Impairment	4	—	—	—	—	—
		Traumatic Brain Injury	14	28.57%	0.00%	14.29%	57.14%	71.43%
		Visual Impairment	1	—	—	—	—	—
		Significant Developmental Delay	0	—	—	—	—	—
		Not IDEA Eligible or No Disability	4	—	—	—	—	—
		Not Specified	1	—	—	—	—	—

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 35
Percent of Students by Grade in Each Performance Level by Disability—Mathematics (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Mathematics	6	Autism	200	12.00%	17.00%	44.50%	26.50%	71.00%
		Cognitive Disability	470	10.21%	17.23%	40.64%	31.92%	72.55%
		Deaf-Blind	0	—	—	—	—	—
		Emotional Behavioral Disability	21	0.00%	0.00%	28.57%	71.43%	100.00%
		Hearing Impairment	1	—	—	—	—	—
		Specific Learning Disability	38	0.00%	0.00%	7.90%	92.11%	100.00%
		Other Health Impairment	100	9.00%	9.00%	28.00%	54.00%	82.00%
		Orthopedic Impairment	24	20.83%	12.50%	33.33%	33.33%	66.67%
		Speech or Language Impairment	10	0.00%	10.00%	10.00%	80.00%	90.00%
		Traumatic Brain Injury	9	—	—	—	—	—
		Visual Impairment	4	—	—	—	—	—
		Significant Developmental Delay	0	—	—	—	—	—
		Not IDEA Eligible or No Disability	3	—	—	—	—	—
		Not Specified	0	—	—	—	—	—

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 35
Percent of Students by Grade in Each Performance Level by Disability—Mathematics (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Mathematics	7	Autism	149	13.42%	22.15%	44.97%	19.46%	64.43%
		Cognitive Disability	482	13.28%	15.98%	40.66%	30.08%	70.75%
		Deaf-Blind	0	—	—	—	—	—
		Emotional Behavioral Disability	20	0.00%	5.00%	35.00%	60.00%	95.00%
		Hearing Impairment	7	—	—	—	—	—
		Specific Learning Disability	43	0.00%	0.00%	11.63%	88.37%	100.00%
		Other Health Impairment	114	14.91%	7.02%	35.09%	42.98%	78.07%
		Orthopedic Impairment	15	13.33%	33.33%	33.33%	20.00%	53.33%
		Speech or Language Impairment	2	—	—	—	—	—
		Traumatic Brain Injury	4	—	—	—	—	—
		Visual Impairment	3	—	—	—	—	—
		Significant Developmental Delay	0	—	—	—	—	—
		Not IDEA Eligible or No Disability	0	—	—	—	—	—
		Not Specified	2	—	—	—	—	—

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 35
Percent of Students by Grade in Each Performance Level by Disability—Mathematics (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Mathematics	8	Autism	146	11.64%	35.62%	30.82%	21.92%	52.74%
		Cognitive Disability	457	13.79%	18.60%	35.23%	32.39%	67.62%
		Deaf-Blind	0	—	—	—	—	—
		Emotional Behavioral Disability	24	0.00%	12.50%	20.83%	66.67%	87.50%
		Hearing Impairment	3	—	—	—	—	—
		Specific Learning Disability	41	0.00%	2.44%	19.51%	78.05%	97.56%
		Other Health Impairment	104	13.46%	11.54%	40.39%	34.62%	75.00%
		Orthopedic Impairment	18	16.67%	33.33%	33.33%	16.67%	50.00%
		Speech or Language Impairment	3	—	—	—	—	—
		Traumatic Brain Injury	7	—	—	—	—	—
		Visual Impairment	2	—	—	—	—	—
		Significant Developmental Delay	0	—	—	—	—	—
		Not IDEA Eligible or No Disability	2	—	—	—	—	—
		Not Specified	1	—	—	—	—	—

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Table 35
Percent of Students by Grade in Each Performance Level by Disability—Mathematics (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Mathematics	10	Autism	153	9.15%	31.37%	33.99%	25.49%	59.48%
		Cognitive Disability	476	9.87%	23.32%	38.45%	28.36%	66.81%
		Deaf-Blind	0	—	—	—	—	—
		Emotional Behavioral Disability	15	0.00%	0.00%	26.67%	73.33%	100.00%
		Hearing Impairment	3	—	—	—	—	—
		Specific Learning Disability	26	0.00%	0.00%	11.54%	88.46%	100.00%
		Other Health Impairment	62	6.45%	12.90%	29.03%	51.61%	80.65%
		Orthopedic Impairment	14	21.43%	21.43%	35.71%	21.43%	57.14%
		Speech or Language Impairment	7	—	—	—	—	—
		Traumatic Brain Injury	5	—	—	—	—	—
		Visual Impairment	2	—	—	—	—	—
		Significant Developmental Delay	0	—	—	—	—	—
		Not IDEA Eligible or No Disability	15	0.00%	33.33%	26.67%	40.00%	66.67%
		Not Specified	3	—	—	—	—	—

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 36
Percent of Students by Grade in Each Performance Level by Disability—Science

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Science	4	Autism	189	19.05%	16.93%	22.75%	41.27%	64.02%
		Cognitive Disability	426	10.80%	9.62%	21.83%	57.75%	79.58%
		Deaf-Blind	0	—	—	—	—	—
		Emotional Behavioral Disability	14	0.00%	0.00%	0.00%	100.00%	100.00%
		Hearing Impairment	3	—	—	—	—	—
		Specific Learning Disability	38	0.00%	0.00%	2.63%	97.37%	100.00%
		Other Health Impairment	130	23.08%	6.92%	16.15%	53.85%	70.00%
		Orthopedic Impairment	11	45.46%	27.27%	18.18%	9.09%	27.27%
		Speech or Language Impairment	20	5.00%	5.00%	10.00%	80.00%	90.00%
		Traumatic Brain Injury	12	41.67%	25.00%	8.33%	25.00%	33.33%
		Visual Impairment	3	—	—	—	—	—
		Significant Developmental Delay	0	—	—	—	—	—
		Not IDEA Eligible or No Disability	6	—	—	—	—	—
		Not Specified	1	—	—	—	—	—

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 36
Percent of Students by Grade in Each Performance Level by Disability—Science (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Science	8	Autism	146	17.12%	15.07%	30.82%	36.99%	67.81%
		Cognitive Disability	456	12.06%	9.43%	21.71%	56.80%	78.51%
		Deaf-Blind	0	—	—	—	—	—
		Emotional Behavioral Disability	24	0.00%	4.17%	12.50%	83.33%	95.83%
		Hearing Impairment	3	—	—	—	—	—
		Specific Learning Disability	41	0.00%	2.44%	9.76%	87.81%	97.56%
		Other Health Impairment	104	14.42%	4.81%	20.19%	60.58%	80.77%
		Orthopedic Impairment	18	16.67%	16.67%	27.78%	38.89%	66.67%
		Speech or Language Impairment	3	—	—	—	—	—
		Traumatic Brain Injury	7	—	—	—	—	—
		Visual Impairment	2	—	—	—	—	—
		Significant Developmental Delay	0	—	—	—	—	—
		Not IDEA Eligible or No Disability	2	—	—	—	—	—
		Not Specified	1	—	—	—	—	—

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Table 36
Percent of Students by Grade in Each Performance Level by Disability—Science (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				WAA-SwD Proficient and Advanced Combined
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	
Science	10	Autism	153	9.15%	24.18%	21.57%	45.10%	66.67%
		Cognitive Disability	476	8.82%	10.08%	14.71%	66.39%	81.09%
		Deaf-Blind	0	—	—	—	—	—
		Emotional Behavioral Disability	15	0.00%	0.00%	0.00%	100.00%	100.00%
		Hearing Impairment	3	—	—	—	—	—
		Specific Learning Disability	26	0.00%	0.00%	0.00%	100.00%	100.00%
		Other Health Impairment	61	6.56%	4.92%	3.28%	85.25%	88.53%
		Orthopedic Impairment	13	23.08%	7.69%	15.39%	53.85%	69.23%
		Speech or Language Impairment	7	—	—	—	—	—
		Traumatic Brain Injury	5	—	—	—	—	—
		Visual Impairment	2	—	—	—	—	—
		Significant Developmental Delay	0	—	—	—	—	—
		Not IDEA Eligible or No Disability	15	0.00%	13.33%	13.33%	73.33%	86.67%
		Not Specified	3	—	—	—	—	—

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Table 37
Percent of Students by Grade in Each Performance Level by Accommodation—Reading

			Percent of Students in Each Performance Level					
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	3	Used Translation	0	—	—	—	—	—
		Signed Test Questions and Content to Student	0	—	—	—	—	—
		Used Braille	1	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	17	29.41%	29.41%	23.53%	17.65%	41.18%
		Used Objects or Manipulatives	23	30.44%	26.09%	34.78%	8.70%	43.48%
		Used Another DPI-Approved Accommodation	129	8.53%	24.03%	42.64%	24.81%	67.44%
		No Accommodation Used	636	10.85%	19.03%	38.84%	31.29%	70.13%
	4	Used Translation	0	—	—	—	—	—
		Signed Test Questions and Content to Student	0	—	—	—	—	—
		Used Braille	1	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	22	13.64%	54.55%	31.82%	0.00%	31.82%
		Used Objects or Manipulatives	17	41.18%	47.06%	11.77%	0.00%	11.77%
		Used Another DPI-Approved Accommodation	139	16.55%	23.74%	35.25%	24.46%	59.71%
		No Accommodation Used	693	10.25%	21.65%	40.26%	27.85%	68.11%

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Table 37
Percent of Students by Grade in Each Performance Level by Accommodation—Reading (continued)

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	5	Used Translation	0	—	—	—	—	—
		Signed Test Questions and Content to Student	0	—	—	—	—	—
		Used Braille	0	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	20	20.00%	55.00%	20.00%	5.00%	25.00%
		Used Objects or Manipulatives	19	5.26%	36.84%	42.11%	15.79%	57.90%
		Used Another DPI-Approved Accommodation	121	17.36%	20.66%	32.23%	29.75%	61.98%
		No Accommodation Used	666	8.71%	18.17%	34.38%	38.74%	73.12%
	6	Used Translation	0	—	—	—	—	—
		Signed Test Questions and Content to Student	0	—	—	—	—	—
		Used Braille	2	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	34	29.41%	32.35%	23.53%	14.71%	38.24%
		Used Objects or Manipulatives	27	25.93%	18.52%	40.74%	14.82%	55.56%
		Used Another DPI-Approved Accommodation	115	6.96%	22.61%	37.39%	33.04%	70.44%
		No Accommodation Used	733	7.09%	22.24%	35.20%	35.47%	70.67%

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Table 37
Percent of Students by Grade in Each Performance Level by Accommodation—Reading (continued)

			Percent of Students in Each Performance Level					
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	7	Used Translation	0	—	—	—	—	—
		Signed Test Questions and Content to Student	0	—	—	—	—	—
		Used Braille	2	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	35	42.86%	48.57%	5.71%	2.86%	8.57%
		Used Objects or Manipulatives	26	46.15%	34.62%	15.39%	3.85%	19.23%
		Used Another DPI-Approved Accommodation	92	17.39%	27.17%	23.91%	31.52%	55.44%
		No Accommodation Used	715	9.93%	25.18%	19.44%	45.46%	64.90%
	8	Used Translation	0	—	—	—	—	—
		Signed Test Questions and Content to Student	0	—	—	—	—	—
		Used Braille	0	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	24	37.50%	45.83%	12.50%	4.17%	16.67%
		Used Objects or Manipulatives	16	50.00%	37.50%	6.25%	6.25%	12.50%
		Used Another DPI-Approved Accommodation	69	4.35%	27.54%	33.33%	34.78%	68.12%
		No Accommodation Used	713	11.22%	24.12%	21.46%	43.20%	64.66%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 37
Percent of Students by Grade in Each Performance Level by Accommodation—Reading (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Reading	10	Used Translation	0	—	—	—	—	—
		Signed Test Questions and Content to Student	0	—	—	—	—	—
		Used Braille	1	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	26	38.46%	30.77%	26.92%	3.85%	30.77%
		Used Objects or Manipulatives	20	45.00%	35.00%	20.00%	0.00%	20.00%
		Used Another DPI-Approved Accommodation	77	7.79%	18.18%	36.36%	37.66%	74.03%
		No Accommodation Used	669	7.77%	17.04%	34.68%	40.51%	75.19%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 38
Percent of Students by Grade in Each Performance Level by Accommodation—Mathematics

			Percent of Students in Each Performance Level					
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	3	Used Translation	10	20.00%	50.00%	10.00%	20.00%	30.00%
		Signed Test Questions and Content to Student	8	—	—	—	—	—
		Used Braille	1	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	20	15.00%	40.00%	40.00%	5.00%	45.00%
		Used Objects or Manipulatives	75	14.67%	24.00%	44.00%	17.33%	61.33%
		Used Another DPI-Approved Accommodation	137	5.84%	19.71%	45.26%	29.20%	74.45%
		No Accommodation Used	584	8.39%	15.93%	37.84%	37.84%	75.69%
	4	Used Translation	6	—	—	—	—	—
		Signed Test Questions and Content to Student	8	—	—	—	—	—
		Used Braille	1	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	24	8.33%	37.50%	54.17%	0.00%	54.17%
		Used Objects or Manipulatives	69	14.49%	18.84%	44.93%	21.74%	66.67%
		Used Another DPI-Approved Accommodation	139	12.95%	19.42%	33.09%	34.53%	67.63%
		No Accommodation Used	649	9.71%	15.56%	32.67%	42.07%	74.73%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 38
Percent of Students by Grade in Each Performance Level by Accommodation—Mathematics (continued)

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	5	Used Translation	10	0.00%	70.00%	10.00%	20.00%	30.00%
		Signed Test Questions and Content to Student	11	18.18%	36.36%	36.36%	9.09%	45.46%
		Used Braille	0	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	22	22.73%	50.00%	27.27%	0.00%	27.27%
		Used Objects or Manipulatives	54	11.11%	22.22%	38.89%	27.78%	66.67%
		Used Another DPI-Approved Accommodation	123	16.26%	19.51%	28.46%	35.77%	64.23%
		No Accommodation Used	627	8.45%	14.67%	31.90%	44.98%	76.87%
	6	Used Translation	7	—	—	—	—	—
		Signed Test Questions and Content to Student	9	—	—	—	—	—
		Used Braille	3	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	31	29.03%	19.36%	35.48%	16.13%	51.61%
		Used Objects or Manipulatives	68	14.71%	27.94%	38.24%	19.12%	57.35%
		Used Another DPI-Approved Accommodation	117	9.40%	17.09%	32.48%	41.03%	73.50%
		No Accommodation Used	697	9.04%	13.34%	38.88%	38.74%	77.62%

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Table 38
Percent of Students by Grade in Each Performance Level by Accommodation—Mathematics (continued)

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	7	Used Translation	3	—	—	—	—	—
		Signed Test Questions and Content to Student	7	—	—	—	—	—
		Used Braille	2	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	34	35.29%	38.24%	26.47%	0.00%	26.47%
		Used Objects or Manipulatives	45	24.44%	31.11%	35.56%	8.89%	44.44%
		Used Another DPI-Approved Accommodation	92	18.48%	14.13%	40.22%	27.17%	67.39%
		No Accommodation Used	698	10.75%	14.04%	38.97%	36.25%	75.22%
	8	Used Translation	6	—	—	—	—	—
		Signed Test Questions and Content to Student	5	—	—	—	—	—
		Used Braille	0	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	22	36.36%	36.36%	22.73%	4.55%	27.27%
		Used Objects or Manipulatives	48	35.42%	33.33%	22.92%	8.33%	31.25%
		Used Another DPI-Approved Accommodation	70	5.71%	22.86%	41.43%	30.00%	71.43%
		No Accommodation Used	684	11.55%	17.98%	34.06%	36.40%	70.47%

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Table 38
Percent of Students by Grade in Each Performance Level by Accommodation—Mathematics (continued)

				Percent of Students in Each Performance Level				
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Mathematics	10	Used Translation	2	—	—	—	—	—
		Signed Test Questions and Content to Student	7	—	—	—	—	—
		Used Braille	1	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	24	45.83%	29.17%	25.00%	0.00%	25.00%
		Used Objects or Manipulatives	53	18.87%	39.62%	32.08%	9.43%	41.51%
		Used Another DPI-Approved Accommodation	78	8.97%	21.80%	37.18%	32.05%	69.23%
		No Accommodation Used	638	7.21%	21.16%	35.89%	35.74%	71.63%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 39
Percent of Students by Grade in Each Performance Level by Accommodation—Science

			Percent of Students in Each Performance Level					
Content	Grade	Subgroup	Sample Size	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	4	Used Translation	5	—	—	—	—	—
		Signed Test Questions and Content to Student	8	—	—	—	—	—
		Used Braille	1	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	20	35.00%	40.00%	20.00%	5.00%	25.00%
		Used Objects or Manipulatives	19	52.63%	31.58%	10.53%	5.26%	15.79%
		Used Another DPI-Approved Accommodation	136	18.38%	13.24%	21.32%	47.06%	68.38%
		No Accommodation Used	681	13.51%	8.66%	19.09%	58.74%	77.83%
	8	Used Translation	5	—	—	—	—	—
		Signed Test Questions and Content to Student	5	—	—	—	—	—
		Used Braille	0	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	22	36.36%	27.27%	27.27%	9.09%	36.36%
		Used Objects or Manipulatives	19	42.11%	31.58%	21.05%	5.26%	26.32%
		Used Another DPI-Approved Accommodation	69	5.80%	14.49%	27.54%	52.17%	79.71%
		No Accommodation Used	702	12.25%	7.69%	21.80%	58.26%	80.06%

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures, and reporting.

Table 39
Percent of Students by Grade in Each Performance Level by Accommodation—Science (continued)

Content	Grade	Subgroup	Sample Size	Percent of Students in Each Performance Level				
				WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient and Advanced Combined
Science	10	Used Translation	1	—	—	—	—	—
		Signed Test Questions and Content to Student	6	—	—	—	—	—
		Used Braille	1	—	—	—	—	—
		Used Assistive Device (e.g., Text Talker, Adaptive Keyboard, Picture Symbols)	25	40.00%	24.00%	20.00%	16.00%	36.00%
		Used Objects or Manipulatives	25	32.00%	28.00%	20.00%	20.00%	40.00%
		Used Another DPI-Approved Accommodation	78	8.97%	10.26%	20.51%	60.26%	80.77%
		No Accommodation Used	658	6.54%	10.79%	13.53%	69.15%	82.68%

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Table 40
Classification Consistency and Accuracy

Content	Grade	Probability of Correct Classification	Probability of Misclassification	Probability of Correct Classification By Chance	Kappa	Probability of Accuracy	Probability of False Positive Error	Probability of False Negative Error
Reading	3	0.62	0.38	0.30	0.46	0.69	0.15	0.16
	4	0.68	0.32	0.35	0.50	0.77	0.19	0.04
	5	0.65	0.35	0.29	0.51	0.74	0.09	0.17
	6	0.63	0.37	0.30	0.47	0.70	0.11	0.18
	7	0.73	0.27	0.30	0.62	0.81	0.07	0.11
	8	0.70	0.30	0.28	0.58	0.79	0.08	0.13
	10	0.60	0.40	0.30	0.43	0.69	0.10	0.21
Mathematics	3	0.67	0.33	0.30	0.53	0.76	0.08	0.15
	4	0.71	0.29	0.30	0.59	0.80	0.07	0.13
	5	0.74	0.26	0.31	0.62	0.82	0.07	0.11
	6	0.69	0.31	0.30	0.56	0.78	0.08	0.14
	7	0.69	0.31	0.29	0.56	0.78	0.08	0.14
	8	0.74	0.26	0.28	0.64	0.82	0.07	0.11
	10	0.68	0.32	0.28	0.56	0.78	0.09	0.14
Science	4	0.82	0.18	0.40	0.70	0.88	0.04	0.08
	8	0.79	0.21	0.41	0.65	0.86	0.04	0.09
	10	0.85	0.15	0.50	0.69	0.90	0.04	0.06

Table 41
Longitudinal Total Group Means and Standard Deviations for All Content Areas by Grade

Content	Grade	2007–08 Raw Score		2008–09 Raw Score		2009–10 Raw Score		2010–11 Raw Score		2011–12 Raw Score	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Reading	3	20.75	9.00	20.68	8.31	20.13	8.61	19.79	8.45	20.32	7.86
	4	22.63	9.01	21.70	8.44	22.43	7.67	21.66	8.29	21.64	8.32
	5	21.78	9.32	20.98	9.36	21.21	8.77	21.76	8.09	21.53	8.43
	6	21.48	9.02	20.84	8.96	20.69	9.35	21.19	8.76	21.74	7.90
	7	21.17	9.40	21.54	9.14	21.33	9.12	20.89	9.26	21.01	8.86
	8	19.59	9.38	20.00	9.10	20.99	9.00	20.41	9.00	20.44	8.95
	10	19.61	9.36	20.25	8.94	19.91	8.79	20.02	8.95	21.61	7.74
Mathematics	3	21.83	10.55	22.36	9.50	21.75	9.81	21.42	9.61	22.01	9.00
	4	22.98	10.29	22.50	9.83	23.25	9.07	22.33	9.54	22.44	9.49
	5	22.48	10.51	22.10	10.42	22.22	9.90	23.31	9.20	23.07	9.29
	6	22.70	10.14	22.37	10.09	21.95	10.52	22.97	9.84	23.31	8.93
	7	22.64	10.46	22.68	10.15	22.40	10.36	21.29	10.15	21.32	9.74
	8	21.36	10.94	21.67	10.58	21.27	10.17	21.40	10.01	21.12	9.99
	10	18.96	10.10	19.51	9.71	18.85	9.13	18.90	9.30	20.49	8.44
Science	4	26.42	12.40	27.67	11.14	28.33	10.24	27.32	11.09	27.59	11.05
	8	27.84	12.54	29.06	12.05	29.28	11.52	29.45	11.50	29.45	11.49
	10	27.92	12.72	29.22	12.16	29.31	11.80	29.12	11.99	30.86	10.43

Some items appearing in the test forms at all grade levels and for all content areas have been revised/altered/added across administrations, thus comparisons of statistics must be done with caution.

Table 41
Longitudinal Total Group Means and Standard Deviations for All Content Areas by Grade (continued)

Content	Grade	Difference between 2008–09 and 2007–08		Difference between 2009–10 and 2008–09		Difference between 2010–11 and 2009–10		Difference between 2011–12 and 2010–11		Difference between 2011–12 and 2007–08	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Reading	3	-0.06	-0.69	-0.55	0.30	-0.35	-0.16	0.53	-0.58	-0.43	-1.13
	4	-0.93	-0.56	0.73	-0.77	-0.77	0.62	-0.03	0.03	-1.00	-0.69
	5	-0.80	0.04	0.22	-0.59	0.56	-0.69	-0.23	0.34	-0.25	-0.89
	6	-0.64	-0.06	-0.15	0.40	0.50	-0.59	0.55	-0.86	0.26	-1.12
	7	0.37	-0.26	-0.21	-0.02	-0.45	0.14	0.13	-0.40	-0.16	-0.54
	8	0.41	-0.28	0.99	-0.10	-0.58	0.00	0.03	-0.06	0.85	-0.43
	10	0.64	-0.42	-0.34	-0.15	0.12	0.16	1.59	-1.21	2.00	-1.61
Mathematics	3	0.54	-1.05	-0.62	0.30	-0.32	-0.20	0.58	-0.61	0.18	-1.55
	4	-0.48	-0.46	0.75	-0.76	-0.92	0.47	0.11	-0.05	-0.55	-0.80
	5	-0.38	-0.09	0.13	-0.52	1.09	-0.70	-0.25	0.09	0.58	-1.22
	6	-0.33	-0.05	-0.42	0.43	1.02	-0.68	0.34	-0.90	0.61	-1.20
	7	0.04	-0.31	-0.28	0.21	-1.11	-0.21	0.03	-0.41	-1.32	-0.72
	8	0.30	-0.37	-0.39	-0.41	0.13	-0.15	-0.28	-0.03	-0.25	-0.96
	10	0.54	-0.39	-0.66	-0.57	0.05	0.16	1.60	-0.85	1.53	-1.66
Science	4	1.24	-1.26	0.66	-0.90	-1.01	0.85	0.27	-0.04	1.16	-1.35
	8	1.22	-0.49	0.22	-0.53	0.18	-0.02	-0.01	-0.01	1.61	-1.06
	10	1.30	-0.55	0.09	-0.36	-0.19	0.19	1.74	-1.56	2.94	-2.29

Some items appearing in the test forms at all grade levels and for all content areas have been revised/altered/added across administrations, thus comparisons of statistics must be done with caution.

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading

Content	Variable	Subgroup	Grade 3				
			2007–08	2008–09	2009–10	2010–11	2011–12
Reading	Gender	Female	33.70%	32.78%	33.88%	34.37%	32.91%
		Male	66.19%	67.22%	65.99%	65.63%	67.09%
	Ethnicity	Asian/Pacific Islander	2.96%	3.56%	2.16%	3.46%	5.57%
		Black (not of Hispanic Origin)	15.26%	16.75%	17.13%	19.69%	21.01%
		Hispanic	10.98%	9.98%	10.53%	9.31%	10.25%
		American Indian/Alaska Native	2.20%	1.19%	1.27%	2.03%	3.17%
		White (not of Hispanic Origin)	67.95%	68.53%	68.78%	65.51%	60.00%
	Primary Disability	Autism	6.48%	21.85%	21.19%	21.96%	27.09%
		Cognitive Disability	18.00%	42.52%	43.27%	43.56%	43.80%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.43%	2.14%	2.16%	0.96%	1.77%
		Hearing Impairment	0.33%	0.36%	0.38%	0.36%	0.38%
		Specific Learning Disability	4.83%	4.28%	4.06%	3.58%	3.92%
		Other Health Impairment	7.46%	12.47%	14.34%	15.04%	15.70%
		Orthopedic Impairment	1.21%	3.09%	1.78%	1.79%	2.41%
		Speech or Language Impairment	1.54%	2.49%	3.05%	3.10%	2.66%
		Traumatic Brain Injury	0.00%	0.71%	1.40%	1.19%	1.01%
		Visual Impairment	0.22%	0.24%	0.38%	0.24%	0.38%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	5.58%	4.19%	6.33%	0.76%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 3				
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Reading	Gender	Female	-0.92%	1.10%	0.48%	-1.46%	-0.79%
		Male	1.03%	-1.23%	-0.36%	1.46%	0.90%
	Ethnicity	Asian/Pacific Islander	0.60%	-1.41%	1.30%	2.11%	2.61%
		Black (not of Hispanic Origin)	1.49%	0.39%	2.56%	1.32%	5.76%
		Hispanic	-1.00%	0.56%	-1.23%	0.95%	-0.72%
		American Indian/Alaska Native	-1.01%	0.08%	0.76%	1.14%	0.97%
		White (not of Hispanic Origin)	0.58%	0.25%	-3.27%	-5.51%	-7.95%
	Primary Disability	Autism	15.38%	-0.66%	0.76%	5.13%	20.61%
		Cognitive Disability	24.52%	0.76%	0.28%	0.24%	25.80%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.71%	0.02%	-1.20%	0.82%	0.35%
		Hearing Impairment	0.03%	0.03%	-0.02%	0.02%	0.05%
		Specific Learning Disability	-0.55%	-0.22%	-0.48%	0.34%	-0.91%
		Other Health Impairment	5.01%	1.87%	0.70%	0.66%	8.23%
		Orthopedic Impairment	1.88%	-1.31%	0.01%	0.62%	1.20%
		Speech or Language Impairment	0.96%	0.55%	0.06%	-0.45%	1.12%
		Traumatic Brain Injury	0.71%	0.68%	-0.20%	-0.18%	1.01%
		Visual Impairment	0.02%	0.14%	-0.14%	0.14%	0.16%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	5.58%	-1.39%	2.14%	-5.57%	0.76%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 4				
			2007–08	2008–09	2009–10	2010–11	2011–12
Reading	Gender	Female	33.15%	37.33%	33.10%	32.72%	35.62%
		Male	66.63%	62.67%	66.90%	67.28%	64.38%
	Ethnicity	Asian/Pacific Islander	3.02%	2.75%	4.01%	2.20%	3.03%
		Black (not of Hispanic Origin)	20.83%	18.35%	16.96%	17.58%	21.19%
		Hispanic	9.41%	8.12%	9.19%	9.89%	7.68%
		American Indian/Alaska Native	1.46%	1.62%	1.41%	1.83%	1.75%
		White (not of Hispanic Origin)	64.61%	69.16%	68.43%	68.50%	66.12%
	Primary Disability	Autism	12.77%	17.85%	21.67%	21.37%	22.47%
		Cognitive Disability	37.40%	46.82%	47.23%	45.18%	49.83%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	2.13%	2.00%	3.18%	1.22%	1.63%
		Hearing Impairment	0.56%	0.75%	0.47%	0.73%	0.35%
		Specific Learning Disability	10.19%	5.24%	2.95%	5.01%	4.42%
		Other Health Impairment	11.20%	13.73%	11.07%	12.94%	15.13%
		Orthopedic Impairment	1.57%	2.12%	2.71%	1.95%	1.28%
		Speech or Language Impairment	2.13%	2.25%	2.00%	0.86%	2.33%
		Traumatic Brain Injury	0.56%	0.38%	0.71%	1.10%	1.40%
		Visual Impairment	0.11%	0.25%	0.24%	0.37%	0.35%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	4.62%	5.30%	6.72%	0.70%

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Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 4				
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Reading	Gender	Female	4.18%	-4.23%	-0.37%	2.90%	2.48%
		Male	-3.96%	4.23%	0.38%	-2.90%	-2.25%
	Ethnicity	Asian/Pacific Islander	-0.28%	1.26%	-1.81%	0.83%	0.00%
		Black (not of Hispanic Origin)	-2.48%	-1.39%	0.62%	3.61%	0.36%
		Hispanic	-1.29%	1.07%	0.70%	-2.21%	-1.72%
		American Indian/Alaska Native	0.17%	-0.21%	0.42%	-0.09%	0.29%
		White (not of Hispanic Origin)	4.55%	-0.73%	0.07%	-2.38%	1.51%
	Primary Disability	Autism	5.09%	3.82%	-0.31%	1.10%	9.70%
		Cognitive Disability	9.41%	0.42%	-2.06%	4.65%	12.42%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	-0.13%	1.18%	-1.96%	0.41%	-0.50%
		Hearing Impairment	0.19%	-0.28%	0.26%	-0.38%	-0.21%
		Specific Learning Disability	-4.95%	-2.30%	2.06%	-0.58%	-5.77%
		Other Health Impairment	2.54%	-2.66%	1.87%	2.19%	3.94%
		Orthopedic Impairment	0.55%	0.59%	-0.76%	-0.67%	-0.29%
		Speech or Language Impairment	0.12%	-0.25%	-1.15%	1.47%	0.20%
		Traumatic Brain Injury	-0.19%	0.33%	0.39%	0.30%	0.84%
		Visual Impairment	0.14%	-0.01%	0.13%	-0.02%	0.24%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	4.62%	0.68%	1.42%	-6.02%	0.70%

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Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 5				
			2007–08	2008–09	2009–10	2010–11	2011–12
Reading	Gender	Female	35.53%	33.91%	35.53%	33.18%	33.91%
		Male	64.36%	66.10%	64.47%	66.83%	66.09%
	Ethnicity	Asian/Pacific Islander	3.58%	3.30%	2.79%	3.79%	2.48%
		Black (not of Hispanic Origin)	18.11%	21.24%	19.29%	16.83%	19.31%
		Hispanic	8.54%	7.65%	7.49%	10.43%	10.52%
		American Indian/Alaska Native	1.62%	1.85%	0.89%	2.13%	2.10%
		White (not of Hispanic Origin)	67.82%	65.96%	69.54%	66.83%	65.59%
	Primary Disability	Autism	15.34%	16.10%	16.75%	22.63%	22.77%
		Cognitive Disability	42.91%	50.13%	51.14%	48.82%	52.60%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	2.31%	2.38%	1.65%	2.25%	1.24%
		Hearing Impairment	0.69%	0.26%	0.64%	0.12%	0.50%
		Specific Learning Disability	9.46%	5.28%	4.57%	3.32%	5.69%
		Other Health Impairment	10.38%	12.40%	12.31%	10.78%	12.25%
		Orthopedic Impairment	2.08%	3.03%	1.90%	3.08%	1.98%
		Speech or Language Impairment	1.96%	1.32%	1.27%	0.95%	0.50%
		Traumatic Brain Injury	0.81%	0.66%	0.38%	0.59%	1.73%
		Visual Impairment	0.00%	0.13%	0.25%	0.36%	0.12%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	5.67%	5.46%	4.74%	0.50%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 5				
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Reading	Gender	Female	-1.62%	1.63%	-2.36%	0.74%	-1.61%
		Male	1.74%	-1.63%	2.36%	-0.74%	1.73%
	Ethnicity	Asian/Pacific Islander	-0.28%	-0.51%	1.00%	-1.32%	-1.10%
		Black (not of Hispanic Origin)	3.13%	-1.95%	-2.46%	2.48%	1.20%
		Hispanic	-0.88%	-0.17%	2.94%	0.09%	1.99%
		American Indian/Alaska Native	0.23%	-0.96%	1.25%	-0.03%	0.49%
		White (not of Hispanic Origin)	-1.86%	3.58%	-2.72%	-1.23%	-2.23%
	Primary Disability	Autism	0.76%	0.66%	5.88%	0.14%	7.43%
		Cognitive Disability	7.23%	1.01%	-2.33%	3.78%	9.69%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.07%	-0.73%	0.60%	-1.01%	-1.07%
		Hearing Impairment	-0.43%	0.37%	-0.52%	0.38%	-0.20%
		Specific Learning Disability	-4.18%	-0.71%	-1.25%	2.38%	-3.77%
		Other Health Impairment	2.02%	-0.09%	-1.53%	1.47%	1.87%
		Orthopedic Impairment	0.96%	-1.13%	1.18%	-1.10%	-0.10%
		Speech or Language Impairment	-0.64%	-0.05%	-0.32%	-0.45%	-1.47%
		Traumatic Brain Injury	-0.15%	-0.28%	0.21%	1.14%	0.93%
		Visual Impairment	0.13%	0.12%	0.10%	-0.23%	0.12%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	5.67%	-0.22%	-0.72%	-4.24%	0.50%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 6				
			2007–08	2008–09	2009–10	2010–11	2011–12
Reading	Gender	Female	34.72%	37.01%	34.88%	35.82%	34.17%
		Male	65.16%	62.99%	64.99%	64.18%	65.83%
	Ethnicity	Asian/Pacific Islander	3.94%	4.29%	3.58%	1.96%	3.52%
		Black (not of Hispanic Origin)	19.68%	17.27%	20.42%	19.80%	17.25%
		Hispanic	7.18%	7.92%	7.16%	9.05%	10.67%
		American Indian/Alaska Native	1.16%	1.04%	2.26%	1.47%	1.59%
		White (not of Hispanic Origin)	67.59%	69.48%	66.45%	67.73%	66.97%
	Primary Disability	Autism	14.47%	16.88%	16.18%	16.02%	22.70%
		Cognitive Disability	44.68%	51.82%	54.38%	50.86%	53.46%
		Deaf-Blind	0.00%	0.00%	0.13%	0.00%	0.00%
		Emotional Behavioral Disability	2.89%	1.82%	1.72%	1.96%	2.38%
		Hearing Impairment	1.04%	0.39%	0.40%	0.49%	0.11%
		Specific Learning Disability	7.41%	4.94%	4.24%	5.75%	4.31%
		Other Health Impairment	8.68%	11.95%	12.20%	11.49%	11.35%
		Orthopedic Impairment	2.32%	2.08%	2.12%	1.59%	2.72%
		Speech or Language Impairment	0.81%	1.43%	0.40%	0.86%	1.14%
		Traumatic Brain Injury	0.35%	0.91%	0.93%	0.61%	1.02%
		Visual Impairment	0.23%	0.00%	0.13%	0.37%	0.45%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	4.68%	4.38%	7.95%	0.34%

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Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 6				
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Reading	Gender	Female	2.29%	-2.13%	0.94%	-1.65%	-0.56%
		Male	-2.17%	2.00%	-0.81%	1.65%	0.67%
	Ethnicity	Asian/Pacific Islander	0.35%	-0.71%	-1.63%	1.56%	-0.42%
		Black (not of Hispanic Origin)	-2.40%	3.15%	-0.62%	-2.55%	-2.42%
		Hispanic	0.75%	-0.76%	1.88%	1.62%	3.49%
		American Indian/Alaska Native	-0.12%	1.22%	-0.79%	0.12%	0.43%
		White (not of Hispanic Origin)	1.89%	-3.04%	1.28%	-0.76%	-0.62%
	Primary Disability	Autism	2.42%	-0.70%	-0.17%	6.69%	8.23%
		Cognitive Disability	7.14%	2.56%	-3.52%	2.61%	8.79%
		Deaf-Blind	0.00%	0.13%	-0.13%	0.00%	0.00%
		Emotional Behavioral Disability	-1.08%	-0.09%	0.23%	0.43%	-0.51%
		Hearing Impairment	-0.65%	0.01%	0.09%	-0.38%	-0.93%
		Specific Learning Disability	-2.47%	-0.69%	1.50%	-1.43%	-3.09%
		Other Health Impairment	3.27%	0.25%	-0.71%	-0.14%	2.67%
		Orthopedic Impairment	-0.24%	0.04%	-0.53%	1.14%	0.41%
		Speech or Language Impairment	0.62%	-1.03%	0.46%	0.28%	0.33%
		Traumatic Brain Injury	0.56%	0.02%	-0.32%	0.41%	0.68%
		Visual Impairment	-0.23%	0.13%	0.23%	0.09%	0.22%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	4.68%	-0.30%	3.57%	-7.61%	0.34%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 7				
			2007–08	2008–09	2009–10	2010–11	2011–12
Reading	Gender	Female	34.36%	38.39%	38.13%	33.87%	37.17%
		Male	65.64%	61.61%	61.87%	66.13%	62.83%
	Ethnicity	Asian/Pacific Islander	2.26%	3.44%	4.04%	3.86%	2.14%
		Black (not of Hispanic Origin)	16.77%	19.01%	16.16%	19.18%	19.95%
		Hispanic	8.44%	7.27%	8.08%	8.84%	8.91%
		American Indian/Alaska Native	1.31%	0.89%	1.52%	2.12%	1.66%
		White (not of Hispanic Origin)	70.87%	69.39%	70.20%	66.00%	67.34%
	Primary Disability	Autism	13.08%	16.84%	16.29%	17.19%	17.70%
		Cognitive Disability	50.42%	54.85%	56.82%	51.31%	57.36%
		Deaf-Blind	0.00%	0.00%	0.00%	0.13%	0.00%
		Emotional Behavioral Disability	1.90%	2.04%	1.89%	2.12%	2.38%
		Hearing Impairment	1.19%	0.89%	0.51%	0.13%	0.83%
		Specific Learning Disability	6.66%	5.10%	4.67%	5.48%	5.11%
		Other Health Impairment	6.54%	10.08%	11.36%	11.71%	13.54%
		Orthopedic Impairment	2.50%	1.91%	2.27%	2.12%	1.78%
		Speech or Language Impairment	0.95%	0.51%	0.76%	0.37%	0.24%
		Traumatic Brain Injury	0.48%	0.26%	0.76%	0.50%	0.48%
		Visual Impairment	0.36%	0.38%	0.00%	0.13%	0.36%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	3.57%	3.41%	5.98%	0.00%

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Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 7				
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Reading	Gender	Female	4.03%	-0.26%	-4.26%	3.30%	2.81%
		Male	-4.03%	0.26%	4.26%	-3.30%	-2.81%
	Ethnicity	Asian/Pacific Islander	1.19%	0.60%	-0.18%	-1.72%	-0.12%
		Black (not of Hispanic Origin)	2.24%	-2.84%	3.02%	0.77%	3.19%
		Hispanic	-1.17%	0.81%	0.76%	0.06%	0.47%
		American Indian/Alaska Native	-0.42%	0.62%	0.60%	-0.45%	0.36%
		White (not of Hispanic Origin)	-1.48%	0.81%	-4.20%	1.34%	-3.53%
	Primary Disability	Autism	3.76%	-0.55%	0.90%	0.51%	4.62%
		Cognitive Disability	4.43%	1.97%	-5.51%	6.06%	6.95%
		Deaf-Blind	0.00%	0.00%	0.13%	-0.13%	0.00%
		Emotional Behavioral Disability	0.14%	-0.15%	0.22%	0.26%	0.47%
		Hearing Impairment	-0.30%	-0.39%	-0.38%	0.71%	-0.36%
		Specific Learning Disability	-1.56%	-0.43%	0.81%	-0.37%	-1.55%
		Other Health Impairment	3.54%	1.29%	0.34%	1.83%	7.00%
		Orthopedic Impairment	-0.58%	0.36%	-0.16%	-0.34%	-0.72%
		Speech or Language Impairment	-0.44%	0.25%	-0.38%	-0.14%	-0.71%
		Traumatic Brain Injury	-0.22%	0.50%	-0.26%	-0.02%	0.00%
		Visual Impairment	0.03%	-0.38%	0.13%	0.23%	0.00%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	3.57%	-0.16%	2.57%	-5.98%	0.00%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 8				
			2007–08	2008–09	2009–10	2010–11	2011–12
Reading	Gender	Female	36.10%	36.63%	38.34%	38.11%	35.85%
		Male	63.79%	63.37%	61.67%	61.89%	64.15%
	Ethnicity	Asian/Pacific Islander	3.29%	2.48%	3.41%	4.23%	4.08%
		Black (not of Hispanic Origin)	19.52%	16.46%	17.40%	17.81%	19.41%
		Hispanic	7.83%	7.18%	6.94%	8.47%	8.78%
		American Indian/Alaska Native	1.36%	1.73%	0.88%	1.74%	2.10%
		White (not of Hispanic Origin)	67.54%	72.15%	71.38%	67.75%	65.51%
	Primary Disability	Autism	14.76%	15.35%	16.27%	15.44%	18.17%
		Cognitive Disability	49.38%	58.66%	57.88%	54.67%	56.49%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.93%	1.98%	1.64%	1.62%	2.97%
		Hearing Impairment	0.34%	0.87%	0.76%	0.25%	0.37%
		Specific Learning Disability	5.56%	4.46%	3.66%	4.98%	5.07%
		Other Health Impairment	8.63%	7.55%	8.83%	10.83%	12.86%
		Orthopedic Impairment	2.50%	3.09%	2.02%	1.99%	2.23%
		Speech or Language Impairment	0.23%	0.74%	0.63%	1.00%	0.37%
		Traumatic Brain Injury	0.34%	0.62%	0.25%	0.75%	0.87%
		Visual Impairment	0.34%	0.37%	0.38%	0.13%	0.25%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	4.08%	4.29%	6.35%	0.25%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 8				
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Reading	Gender	Female	0.54%	1.70%	-0.23%	-2.26%	-0.25%
		Male	-0.42%	-1.70%	0.23%	2.26%	0.36%
	Ethnicity	Asian/Pacific Islander	-0.82%	0.93%	0.83%	-0.16%	0.79%
		Black (not of Hispanic Origin)	-3.06%	0.94%	0.41%	1.60%	-0.12%
		Hispanic	-0.65%	-0.24%	1.53%	0.31%	0.94%
		American Indian/Alaska Native	0.37%	-0.85%	0.86%	0.36%	0.74%
		White (not of Hispanic Origin)	4.62%	-0.78%	-3.63%	-2.23%	-2.02%
	Primary Disability	Autism	0.59%	0.92%	-0.83%	2.73%	3.42%
		Cognitive Disability	9.29%	-0.78%	-3.21%	1.82%	7.11%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.05%	-0.34%	-0.02%	1.35%	1.04%
		Hearing Impairment	0.53%	-0.11%	-0.51%	0.12%	0.03%
		Specific Learning Disability	-1.11%	-0.80%	1.32%	0.09%	-0.49%
		Other Health Impairment	-1.08%	1.28%	2.01%	2.02%	4.23%
		Orthopedic Impairment	0.60%	-1.08%	-0.03%	0.23%	-0.27%
		Speech or Language Impairment	0.52%	-0.11%	0.37%	-0.63%	0.14%
		Traumatic Brain Injury	0.28%	-0.37%	0.50%	0.12%	0.52%
		Visual Impairment	0.03%	0.01%	-0.25%	0.12%	-0.09%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	4.08%	0.20%	2.06%	-6.10%	0.25%

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Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 10				
			2007–08	2008–09	2009–10	2010–11	2011–12
Reading	Gender	Female	39.34%	38.10%	36.83%	36.66%	36.75%
		Male	60.28%	61.90%	63.17%	63.34%	62.87%
	Ethnicity	Asian/Pacific Islander	3.05%	3.58%	3.58%	2.85%	4.23%
		Black (not of Hispanic Origin)	16.50%	14.30%	17.64%	13.34%	15.49%
		Hispanic	6.09%	7.28%	7.27%	7.38%	8.71%
		American Indian/Alaska Native	1.65%	1.85%	1.07%	2.07%	1.79%
		White (not of Hispanic Origin)	71.57%	73.00%	70.32%	74.35%	69.01%
	Primary Disability	Autism	11.04%	13.81%	15.97%	14.64%	19.59%
		Cognitive Disability	52.16%	61.16%	58.88%	59.20%	60.95%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.14%	1.60%	2.38%	1.68%	1.92%
		Hearing Impairment	0.51%	0.25%	0.36%	0.39%	0.38%
		Specific Learning Disability	4.44%	4.07%	3.34%	3.37%	3.33%
		Other Health Impairment	3.93%	6.29%	6.44%	6.35%	7.94%
		Orthopedic Impairment	2.67%	2.59%	2.03%	2.46%	1.79%
		Speech or Language Impairment	0.13%	0.12%	0.12%	0.39%	0.90%
		Traumatic Brain Injury	0.89%	1.11%	0.60%	0.65%	0.64%
		Visual Impairment	0.13%	0.25%	0.36%	0.26%	0.26%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	5.92%	6.20%	7.77%	1.92%

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Table 42
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Reading (continued)

Content	Variable	Subgroup	Grade 10				
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Reading	Gender	Female	-1.24%	-1.27%	-0.17%	0.09%	-2.59%
		Male	1.62%	1.27%	0.17%	-0.47%	2.59%
	Ethnicity	Asian/Pacific Islander	0.53%	0.00%	-0.73%	1.38%	1.18%
		Black (not of Hispanic Origin)	-2.19%	3.34%	-4.30%	2.15%	-1.00%
		Hispanic	1.18%	0.00%	0.11%	1.32%	2.62%
		American Indian/Alaska Native	0.20%	-0.78%	1.00%	-0.28%	0.14%
		White (not of Hispanic Origin)	1.42%	-2.67%	4.03%	-5.34%	-2.56%
	Primary Disability	Autism	2.77%	2.16%	-1.33%	4.95%	8.55%
		Cognitive Disability	9.00%	-2.28%	0.32%	1.75%	8.79%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.46%	0.78%	-0.70%	0.24%	0.78%
		Hearing Impairment	-0.26%	0.11%	0.03%	0.00%	-0.12%
		Specific Learning Disability	-0.37%	-0.73%	0.03%	-0.04%	-1.11%
		Other Health Impairment	2.36%	0.15%	-0.09%	1.59%	4.01%
		Orthopedic Impairment	-0.08%	-0.56%	0.44%	-0.67%	-0.87%
		Speech or Language Impairment	0.00%	0.00%	0.27%	0.51%	0.77%
		Traumatic Brain Injury	0.22%	-0.51%	0.05%	-0.01%	-0.25%
		Visual Impairment	0.12%	0.11%	-0.10%	0.00%	0.13%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	5.92%	0.28%	1.57%	-5.85%	1.92%

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics

Content	Variable	Subgroup	Grade 3				
			2007–08	2008–09	2009–10	2010–11	2011–12
Mathematics	Gender	Female	35.74%	32.62%	33.63%	34.29%	32.91%
		Male	64.13%	67.38%	66.24%	65.71%	67.09%
	Ethnicity	Asian/Pacific Islander	2.86%	3.45%	2.17%	3.48%	5.57%
		Black (not of Hispanic Origin)	15.94%	16.79%	17.07%	19.66%	21.01%
		Hispanic	9.59%	10.00%	10.57%	9.35%	10.51%
		American Indian/Alaska Native	1.99%	1.19%	1.27%	2.04%	3.17%
		White (not of Hispanic Origin)	68.99%	68.57%	68.79%	65.47%	59.75%
	Primary Disability	Autism	6.97%	21.91%	21.27%	21.94%	26.84%
		Cognitive Disability	20.17%	42.38%	43.06%	43.77%	44.05%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.25%	2.14%	2.17%	0.96%	1.77%
		Hearing Impairment	0.37%	0.36%	0.38%	0.36%	0.38%
		Specific Learning Disability	2.62%	4.29%	4.08%	3.60%	3.92%
		Other Health Impairment	7.47%	12.50%	14.40%	14.99%	15.70%
		Orthopedic Impairment	1.25%	3.10%	1.78%	1.68%	2.41%
		Speech or Language Impairment	1.74%	2.50%	3.06%	3.00%	2.66%
		Traumatic Brain Injury	0.25%	0.71%	1.40%	1.20%	1.01%
		Visual Impairment	0.00%	0.24%	0.38%	0.24%	0.38%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	4.29%	4.20%	6.36%	0.76%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 3				
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Mathematics	Gender	Female	-3.12%	1.01%	0.66%	-1.38%	-2.83%
		Male	3.25%	-1.14%	-0.53%	1.38%	2.96%
	Ethnicity	Asian/Pacific Islander	0.59%	-1.29%	1.31%	2.09%	2.71%
		Black (not of Hispanic Origin)	0.85%	0.28%	2.59%	1.35%	5.07%
		Hispanic	0.41%	0.57%	-1.22%	1.15%	0.92%
		American Indian/Alaska Native	-0.80%	0.08%	0.76%	1.13%	1.17%
		White (not of Hispanic Origin)	-0.42%	0.22%	-3.32%	-5.72%	-9.24%
	Primary Disability	Autism	14.93%	-0.63%	0.67%	4.89%	19.86%
		Cognitive Disability	22.21%	0.68%	0.71%	0.29%	23.88%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.90%	0.02%	-1.21%	0.81%	0.53%
		Hearing Impairment	-0.02%	0.03%	-0.02%	0.02%	0.01%
		Specific Learning Disability	1.67%	-0.21%	-0.48%	0.33%	1.31%
		Other Health Impairment	5.03%	1.90%	0.59%	0.71%	8.22%
		Orthopedic Impairment	1.85%	-1.31%	-0.10%	0.73%	1.16%
		Speech or Language Impairment	0.76%	0.56%	-0.06%	-0.34%	0.92%
		Traumatic Brain Injury	0.47%	0.69%	-0.20%	-0.19%	0.76%
		Visual Impairment	0.24%	0.14%	-0.14%	0.14%	0.38%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	4.29%	-0.08%	2.15%	-5.60%	0.76%

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The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 4				
			2007–08	2008–09	2009–10	2010–11	2011–12
Mathematics	Gender	Female	35.19%	37.33%	33.18%	32.77%	35.71%
		Male	64.55%	62.67%	66.82%	67.24%	64.29%
	Ethnicity	Asian/Pacific Islander	3.18%	2.75%	4.01%	2.19%	3.03%
		Black (not of Hispanic Origin)	20.90%	18.35%	17.00%	17.54%	21.12%
		Hispanic	7.94%	8.12%	9.21%	10.11%	7.70%
		American Indian/Alaska Native	1.32%	1.62%	1.42%	1.83%	1.75%
		White (not of Hispanic Origin)	66.01%	69.16%	68.36%	68.33%	66.16%
	Primary Disability	Autism	15.21%	17.85%	21.61%	21.32%	22.29%
		Cognitive Disability	42.99%	46.82%	47.23%	45.07%	49.94%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.59%	2.00%	3.19%	1.22%	1.63%
		Hearing Impairment	0.40%	0.75%	0.47%	0.73%	0.35%
		Specific Learning Disability	5.03%	5.24%	2.83%	4.99%	4.43%
		Other Health Impairment	11.24%	13.73%	11.10%	12.91%	15.17%
		Orthopedic Impairment	1.85%	2.12%	2.72%	1.95%	1.28%
		Speech or Language Impairment	2.12%	2.25%	2.01%	0.85%	2.33%
		Traumatic Brain Injury	0.66%	0.38%	0.71%	1.10%	1.40%
		Visual Impairment	0.00%	0.25%	0.24%	0.37%	0.35%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	4.62%	5.43%	6.94%	0.70%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 4				
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Mathematics	Gender	Female	2.14%	-4.15%	-0.41%	2.94%	0.52%
		Male	-1.88%	4.15%	0.41%	-2.94%	-0.26%
	Ethnicity	Asian/Pacific Islander	-0.43%	1.27%	-1.82%	0.84%	-0.14%
		Black (not of Hispanic Origin)	-2.55%	-1.35%	0.54%	3.58%	0.22%
		Hispanic	0.18%	1.09%	0.90%	-2.41%	-0.24%
		American Indian/Alaska Native	0.30%	-0.21%	0.41%	-0.08%	0.43%
		White (not of Hispanic Origin)	3.16%	-0.81%	-0.03%	-2.17%	0.16%
	Primary Disability	Autism	2.64%	3.75%	-0.29%	0.97%	7.08%
		Cognitive Disability	3.83%	0.41%	-2.16%	4.88%	6.95%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.41%	1.19%	-1.97%	0.42%	0.05%
		Hearing Impairment	0.35%	-0.28%	0.26%	-0.38%	-0.05%
		Specific Learning Disability	0.22%	-2.41%	2.16%	-0.56%	-0.59%
		Other Health Impairment	2.49%	-2.64%	1.81%	2.26%	3.93%
		Orthopedic Impairment	0.27%	0.59%	-0.77%	-0.67%	-0.57%
		Speech or Language Impairment	0.13%	-0.24%	-1.15%	1.48%	0.22%
		Traumatic Brain Injury	-0.29%	0.33%	0.39%	0.30%	0.74%
		Visual Impairment	0.25%	-0.01%	0.13%	-0.02%	0.35%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	4.62%	0.81%	1.51%	-6.24%	0.70%

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 5				
			2007–08	2008–09	2009–10	2010–11	2011–12
Mathematics	Gender	Female	37.97%	34.09%	35.50%	33.10%	34.08%
		Male	61.91%	65.92%	64.50%	66.90%	65.92%
	Ethnicity	Asian/Pacific Islander	3.86%	3.32%	2.81%	3.80%	2.48%
		Black (not of Hispanic Origin)	18.79%	20.96%	19.41%	16.85%	19.33%
		Hispanic	7.98%	7.69%	7.54%	10.44%	10.66%
		American Indian/Alaska Native	1.54%	1.86%	0.89%	2.14%	2.11%
		White (not of Hispanic Origin)	67.57%	66.18%	69.35%	66.79%	65.43%
	Primary Disability	Autism	15.96%	16.18%	16.73%	22.66%	22.55%
		Cognitive Disability	46.98%	50.00%	50.96%	48.75%	52.79%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.80%	2.39%	1.66%	2.25%	1.24%
		Hearing Impairment	0.39%	0.27%	0.64%	0.12%	0.50%
		Specific Learning Disability	5.02%	5.31%	4.60%	3.32%	5.70%
		Other Health Impairment	10.81%	12.33%	12.39%	10.80%	12.27%
		Orthopedic Impairment	2.32%	3.05%	1.92%	3.08%	1.98%
		Speech or Language Impairment	1.80%	1.33%	1.28%	0.95%	0.50%
		Traumatic Brain Injury	0.90%	0.66%	0.38%	0.59%	1.74%
		Visual Impairment	0.00%	0.13%	0.26%	0.36%	0.12%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	5.70%	5.49%	4.75%	0.50%

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The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 5				
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Mathematics	Gender	Female	-3.88%	1.42%	-2.41%	0.98%	-3.89%
		Male	4.01%	-1.42%	2.41%	-0.98%	4.02%
	Ethnicity	Asian/Pacific Islander	-0.55%	-0.51%	0.99%	-1.32%	-1.38%
		Black (not of Hispanic Origin)	2.17%	-1.54%	-2.57%	2.49%	0.54%
		Hispanic	-0.29%	-0.16%	2.90%	0.22%	2.68%
		American Indian/Alaska Native	0.31%	-0.96%	1.24%	-0.03%	0.56%
		White (not of Hispanic Origin)	-1.39%	3.17%	-2.56%	-1.36%	-2.14%
	Primary Disability	Autism	0.22%	0.55%	5.93%	-0.10%	6.59%
		Cognitive Disability	3.02%	0.96%	-2.20%	4.03%	5.81%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.59%	-0.73%	0.59%	-1.02%	-0.56%
		Hearing Impairment	-0.12%	0.37%	-0.52%	0.38%	0.11%
		Specific Learning Disability	0.29%	-0.71%	-1.28%	2.38%	0.68%
		Other Health Impairment	1.52%	0.05%	-1.59%	1.47%	1.46%
		Orthopedic Impairment	0.73%	-1.13%	1.17%	-1.10%	-0.33%
		Speech or Language Impairment	-0.48%	-0.05%	-0.33%	-0.45%	-1.31%
		Traumatic Brain Injury	-0.24%	-0.28%	0.21%	1.14%	0.83%
		Visual Impairment	0.13%	0.12%	0.10%	-0.23%	0.12%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	5.70%	-0.21%	-0.75%	-4.25%	0.50%

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 6				
			2007–08	2008–09	2009–10	2010–11	2011–12
Mathematics	Gender	Female	36.51%	37.06%	34.97%	36.00%	34.21%
		Male	63.36%	62.94%	64.89%	64.01%	65.80%
	Ethnicity	Asian/Pacific Islander	3.94%	4.29%	3.59%	1.84%	3.52%
		Black (not of Hispanic Origin)	19.85%	17.30%	20.48%	19.90%	17.27%
		Hispanic	6.87%	7.93%	7.05%	9.09%	10.68%
		American Indian/Alaska Native	0.89%	1.04%	2.26%	1.47%	1.59%
		White (not of Hispanic Origin)	67.94%	69.44%	66.49%	67.69%	66.93%
	Primary Disability	Autism	15.65%	16.91%	16.22%	15.85%	22.73%
		Cognitive Disability	47.96%	51.76%	54.26%	50.98%	53.41%
		Deaf-Blind	0.00%	0.00%	0.13%	0.00%	0.00%
		Emotional Behavioral Disability	2.16%	1.82%	1.73%	1.97%	2.39%
		Hearing Impairment	0.64%	0.39%	0.40%	0.49%	0.11%
		Specific Learning Disability	4.58%	4.94%	4.26%	5.77%	4.32%
		Other Health Impairment	9.03%	11.96%	12.23%	11.55%	11.36%
		Orthopedic Impairment	2.42%	2.08%	2.13%	1.60%	2.73%
		Speech or Language Impairment	0.51%	1.43%	0.40%	0.86%	1.14%
		Traumatic Brain Injury	0.38%	0.91%	0.93%	0.61%	1.02%
		Visual Impairment	0.25%	0.00%	0.13%	0.37%	0.46%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	4.68%	4.39%	7.86%	0.34%

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 6				
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Mathematics	Gender	Female	0.55%	-2.09%	1.02%	-1.79%	-2.31%
		Male	-0.42%	1.96%	-0.89%	1.79%	2.44%
	Ethnicity	Asian/Pacific Islander	0.35%	-0.70%	-1.75%	1.68%	-0.42%
		Black (not of Hispanic Origin)	-2.55%	3.18%	-0.58%	-2.63%	-2.57%
		Hispanic	1.06%	-0.88%	2.04%	1.59%	3.81%
		American Indian/Alaska Native	0.15%	1.22%	-0.79%	0.12%	0.70%
		White (not of Hispanic Origin)	1.50%	-2.95%	1.20%	-0.76%	-1.01%
	Primary Disability	Autism	1.26%	-0.68%	-0.38%	6.88%	7.08%
		Cognitive Disability	3.79%	2.50%	-3.27%	2.43%	5.44%
		Deaf-Blind	0.00%	0.13%	-0.13%	0.00%	0.00%
		Emotional Behavioral Disability	-0.34%	-0.09%	0.24%	0.42%	0.22%
		Hearing Impairment	-0.25%	0.01%	0.09%	-0.38%	-0.52%
		Specific Learning Disability	0.36%	-0.69%	1.52%	-1.46%	-0.26%
		Other Health Impairment	2.93%	0.27%	-0.69%	-0.18%	2.33%
		Orthopedic Impairment	-0.34%	0.05%	-0.53%	1.13%	0.31%
		Speech or Language Impairment	0.92%	-1.03%	0.46%	0.28%	0.63%
		Traumatic Brain Injury	0.53%	0.02%	-0.32%	0.41%	0.64%
		Visual Impairment	-0.25%	0.13%	0.24%	0.09%	0.20%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	4.68%	-0.29%	3.47%	-7.52%	0.34%

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 7				
			2007–08	2008–09	2009–10	2010–11	2011–12
Mathematics	Gender	Female	34.98%	38.44%	38.23%	33.92%	37.22%
		Male	65.02%	61.56%	61.77%	66.09%	62.78%
	Ethnicity	Asian/Pacific Islander	2.23%	3.45%	4.05%	3.87%	2.14%
		Black (not of Hispanic Origin)	16.19%	18.90%	16.20%	19.20%	19.98%
		Hispanic	8.28%	7.28%	8.10%	8.85%	8.92%
		American Indian/Alaska Native	1.48%	0.89%	1.52%	2.12%	1.67%
		White (not of Hispanic Origin)	71.57%	69.48%	70.13%	65.96%	67.30%
	Primary Disability	Autism	13.23%	16.86%	16.33%	17.08%	17.72%
		Cognitive Disability	51.92%	54.79%	56.71%	51.37%	57.31%
		Deaf-Blind	0.00%	0.00%	0.00%	0.13%	0.00%
		Emotional Behavioral Disability	1.98%	2.04%	1.90%	2.12%	2.38%
		Hearing Impairment	1.11%	0.89%	0.51%	0.13%	0.83%
		Specific Learning Disability	5.19%	5.11%	4.68%	5.49%	5.11%
		Other Health Impairment	6.80%	10.09%	11.39%	11.72%	13.56%
		Orthopedic Impairment	2.72%	1.92%	2.28%	2.12%	1.78%
		Speech or Language Impairment	0.87%	0.51%	0.76%	0.37%	0.24%
		Traumatic Brain Injury	0.49%	0.26%	0.76%	0.50%	0.48%
		Visual Impairment	0.37%	0.38%	0.00%	0.13%	0.36%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	3.58%	3.42%	5.99%	0.00%

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 7				
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Mathematics	Gender	Female	3.46%	-0.21%	-4.31%	3.30%	2.24%
		Male	-3.46%	0.21%	4.31%	-3.30%	-2.24%
	Ethnicity	Asian/Pacific Islander	1.22%	0.60%	-0.19%	-1.73%	-0.09%
		Black (not of Hispanic Origin)	2.71%	-2.70%	3.00%	0.77%	3.78%
		Hispanic	-1.00%	0.82%	0.75%	0.06%	0.64%
		American Indian/Alaska Native	-0.59%	0.63%	0.60%	-0.46%	0.18%
		White (not of Hispanic Origin)	-2.09%	0.65%	-4.17%	1.34%	-4.27%
	Primary Disability	Autism	3.63%	-0.53%	0.75%	0.63%	4.49%
		Cognitive Disability	2.87%	1.92%	-5.34%	5.94%	5.40%
		Deaf-Blind	0.00%	0.00%	0.13%	-0.13%	0.00%
		Emotional Behavioral Disability	0.07%	-0.14%	0.22%	0.26%	0.40%
		Hearing Impairment	-0.22%	-0.39%	-0.38%	0.71%	-0.28%
		Specific Learning Disability	-0.08%	-0.43%	0.80%	-0.37%	-0.08%
		Other Health Impairment	3.29%	1.30%	0.33%	1.83%	6.76%
		Orthopedic Impairment	-0.80%	0.36%	-0.16%	-0.34%	-0.94%
		Speech or Language Impairment	-0.35%	0.25%	-0.39%	-0.14%	-0.63%
		Traumatic Brain Injury	-0.24%	0.50%	-0.26%	-0.02%	-0.02%
		Visual Impairment	0.01%	-0.38%	0.13%	0.23%	-0.01%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	3.58%	-0.16%	2.57%	-5.99%	0.00%

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 8				
			2007–08	2008–09	2009–10	2010–11	2011–12
Mathematics	Gender	Female	36.47%	36.71%	38.23%	38.11%	35.89%
		Male	63.42%	63.29%	61.77%	61.89%	64.11%
	Ethnicity	Asian/Pacific Islander	3.44%	2.47%	3.29%	4.23%	4.08%
		Black (not of Hispanic Origin)	19.38%	16.44%	17.47%	17.81%	19.43%
		Hispanic	7.68%	7.29%	6.96%	8.47%	8.79%
		American Indian/Alaska Native	1.49%	1.73%	0.89%	1.74%	2.10%
		White (not of Hispanic Origin)	67.55%	72.06%	71.39%	67.75%	65.47%
	Primary Disability	Autism	15.25%	15.33%	16.20%	15.44%	18.07%
		Cognitive Disability	49.43%	58.71%	57.98%	54.67%	56.56%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.84%	1.98%	1.65%	1.62%	2.97%
		Hearing Impairment	0.34%	0.87%	0.76%	0.25%	0.37%
		Specific Learning Disability	5.28%	4.45%	3.54%	4.98%	5.07%
		Other Health Impairment	8.95%	7.54%	8.86%	10.83%	12.87%
		Orthopedic Impairment	2.52%	3.09%	2.03%	1.99%	2.23%
		Speech or Language Impairment	0.23%	0.74%	0.63%	1.00%	0.37%
		Traumatic Brain Injury	0.34%	0.62%	0.25%	0.75%	0.87%
		Visual Impairment	0.34%	0.37%	0.38%	0.13%	0.25%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	4.08%	4.30%	6.35%	0.25%

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Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 8				
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Mathematics	Gender	Female	0.24%	1.52%	-0.12%	-2.22%	-0.58%
		Male	-0.13%	-1.52%	0.12%	2.22%	0.69%
	Ethnicity	Asian/Pacific Islander	-0.97%	0.82%	0.94%	-0.15%	0.64%
		Black (not of Hispanic Origin)	-2.94%	1.03%	0.34%	1.62%	0.05%
		Hispanic	-0.39%	-0.33%	1.51%	0.32%	1.10%
		American Indian/Alaska Native	0.24%	-0.85%	0.86%	0.36%	0.61%
		White (not of Hispanic Origin)	4.52%	-0.67%	-3.65%	-2.28%	-2.08%
	Primary Disability	Autism	0.08%	0.88%	-0.76%	2.63%	2.82%
		Cognitive Disability	9.29%	-0.74%	-3.31%	1.89%	7.13%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.14%	-0.33%	-0.03%	1.35%	1.14%
		Hearing Impairment	0.52%	-0.11%	-0.51%	0.12%	0.03%
		Specific Learning Disability	-0.83%	-0.91%	1.44%	0.09%	-0.20%
		Other Health Impairment	-1.41%	1.32%	1.97%	2.04%	3.93%
		Orthopedic Impairment	0.57%	-1.07%	-0.03%	0.24%	-0.30%
		Speech or Language Impairment	0.51%	-0.11%	0.36%	-0.63%	0.14%
		Traumatic Brain Injury	0.27%	-0.37%	0.49%	0.12%	0.52%
		Visual Impairment	0.03%	0.01%	-0.26%	0.12%	-0.10%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	4.08%	0.23%	2.05%	-6.10%	0.25%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 10				
			2007–08	2008–09	2009–10	2010–11	2011–12
Mathematics	Gender	Female	39.59%	38.10%	36.83%	36.71%	36.75%
		Male	60.03%	61.90%	63.17%	63.29%	62.87%
	Ethnicity	Asian/Pacific Islander	3.11%	3.58%	3.58%	2.85%	4.23%
		Black (not of Hispanic Origin)	16.56%	14.30%	17.76%	13.23%	15.49%
		Hispanic	6.08%	7.28%	7.39%	7.39%	8.71%
		American Indian/Alaska Native	1.68%	1.85%	1.07%	2.08%	1.79%
		White (not of Hispanic Origin)	71.28%	73.00%	70.08%	74.45%	69.01%
	Primary Disability	Autism	11.26%	13.81%	15.97%	14.66%	19.59%
		Cognitive Disability	52.91%	61.16%	58.64%	59.27%	60.95%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.16%	1.60%	2.38%	1.69%	1.92%
		Hearing Impairment	0.39%	0.25%	0.36%	0.39%	0.38%
		Specific Learning Disability	3.62%	4.07%	3.34%	3.37%	3.33%
		Other Health Impairment	3.75%	6.29%	6.44%	6.36%	7.94%
		Orthopedic Impairment	2.59%	2.59%	2.03%	2.46%	1.79%
		Speech or Language Impairment	0.13%	0.12%	0.12%	0.39%	0.90%
		Traumatic Brain Injury	0.78%	1.11%	0.60%	0.65%	0.64%
		Visual Impairment	0.13%	0.25%	0.36%	0.26%	0.26%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	5.92%	6.32%	7.65%	1.92%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 43
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Mathematics (continued)

Content	Variable	Subgroup	Grade 10				
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Mathematics	Gender	Female	-1.49%	-1.27%	-0.12%	0.04%	-2.84%
		Male	1.87%	1.27%	0.12%	-0.43%	2.84%
	Ethnicity	Asian/Pacific Islander	0.47%	0.00%	-0.72%	1.37%	1.12%
		Black (not of Hispanic Origin)	-2.26%	3.46%	-4.53%	2.26%	-1.07%
		Hispanic	1.20%	0.12%	0.00%	1.31%	2.63%
		American Indian/Alaska Native	0.17%	-0.78%	1.00%	-0.28%	0.11%
		White (not of Hispanic Origin)	1.72%	-2.91%	4.37%	-5.44%	-2.27%
	Primary Disability	Autism	2.56%	2.16%	-1.32%	4.93%	8.34%
		Cognitive Disability	8.25%	-2.52%	0.63%	1.67%	8.04%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.44%	0.78%	-0.70%	0.24%	0.76%
		Hearing Impairment	-0.14%	0.11%	0.03%	0.00%	0.00%
		Specific Learning Disability	0.45%	-0.73%	0.04%	-0.04%	-0.29%
		Other Health Impairment	2.54%	0.15%	-0.08%	1.58%	4.19%
		Orthopedic Impairment	0.00%	-0.56%	0.44%	-0.67%	-0.79%
		Speech or Language Impairment	-0.01%	0.00%	0.27%	0.51%	0.77%
		Traumatic Brain Injury	0.33%	-0.51%	0.05%	-0.01%	-0.14%
		Visual Impairment	0.12%	0.11%	-0.10%	0.00%	0.13%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	5.92%	0.40%	1.34%	-5.73%	1.92%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 44
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Science

Content	Variable	Subgroup	Grade 4				
			2007–08	2008–09	2009–10	2010–11	2011–12
Science	Gender	Female	33.81%	37.42%	33.29%	32.72%	35.64%
		Male	65.87%	62.58%	66.71%	67.28%	64.36%
	Ethnicity	Asian/Pacific Islander	2.89%	2.63%	4.03%	2.21%	3.05%
		Black (not of Hispanic Origin)	23.08%	18.27%	16.94%	17.53%	20.99%
		Hispanic	7.05%	8.14%	9.24%	10.17%	7.74%
		American Indian/Alaska Native	1.12%	1.63%	1.42%	1.84%	1.64%
		White (not of Hispanic Origin)	65.06%	69.34%	68.37%	68.26%	66.35%
	Primary Disability	Autism	16.99%	17.90%	21.56%	21.32%	22.16%
		Cognitive Disability	46.96%	46.81%	47.39%	45.10%	49.94%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.96%	2.00%	3.20%	1.23%	1.64%
		Hearing Impairment	0.48%	0.75%	0.47%	0.74%	0.35%
		Specific Learning Disability	1.92%	5.26%	2.84%	5.03%	4.46%
		Other Health Impairment	10.90%	13.77%	11.14%	12.75%	15.24%
		Orthopedic Impairment	1.92%	2.13%	2.73%	1.96%	1.29%
		Speech or Language Impairment	1.28%	2.25%	2.01%	0.86%	2.35%
		Traumatic Brain Injury	0.80%	0.38%	0.71%	1.10%	1.41%
		Visual Impairment	0.00%	0.25%	0.24%	0.37%	0.35%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	4.63%	5.21%	6.99%	0.70%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 44
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Science (continued)

Content	Variable	Subgroup	Grade 4				
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Science	Gender	Female	3.61%	-4.13%	-0.57%	2.92%	1.83%
		Male	-3.29%	4.13%	0.57%	-2.92%	-1.50%
	Ethnicity	Asian/Pacific Islander	-0.26%	1.40%	-1.82%	0.84%	0.16%
		Black (not of Hispanic Origin)	-4.80%	-1.33%	0.58%	3.46%	-2.09%
		Hispanic	1.08%	1.11%	0.93%	-2.44%	0.69%
		American Indian/Alaska Native	0.51%	-0.21%	0.42%	-0.20%	0.52%
		White (not of Hispanic Origin)	4.27%	-0.97%	-0.11%	-1.91%	1.29%
	Primary Disability	Autism	0.91%	3.67%	-0.24%	0.83%	5.17%
		Cognitive Disability	-0.15%	0.58%	-2.30%	4.84%	2.99%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.04%	1.20%	-1.97%	0.42%	0.68%
		Hearing Impairment	0.27%	-0.28%	0.26%	-0.38%	-0.13%
		Specific Learning Disability	3.33%	-2.41%	2.18%	-0.57%	2.53%
		Other Health Impairment	2.87%	-2.63%	1.61%	2.50%	4.34%
		Orthopedic Impairment	0.21%	0.60%	-0.76%	-0.67%	-0.63%
		Speech or Language Impairment	0.97%	-0.24%	-1.16%	1.49%	1.06%
		Traumatic Brain Injury	-0.43%	0.34%	0.39%	0.30%	0.61%
		Visual Impairment	0.25%	-0.01%	0.13%	-0.02%	0.35%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	4.63%	0.58%	1.77%	-6.28%	0.70%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 44
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Science (continued)

Content	Variable	Subgroup	Grade 8				
			2007–08	2008–09	2009–10	2010–11	2011–12
Science	Gender	Female	36.68%	36.63%	38.15%	38.08%	35.81%
		Male	63.20%	63.37%	61.85%	61.92%	64.19%
	Ethnicity	Asian/Pacific Islander	3.30%	2.48%	3.30%	4.25%	4.09%
		Black (not of Hispanic Origin)	20.81%	16.46%	17.49%	17.85%	19.46%
		Hispanic	8.12%	7.18%	6.97%	8.49%	8.80%
		American Indian/Alaska Native	0.89%	1.73%	0.89%	1.75%	2.11%
		White (not of Hispanic Origin)	66.37%	72.15%	71.36%	67.67%	65.43%
	Primary Disability	Autism	15.86%	15.35%	16.22%	15.36%	18.09%
		Cognitive Disability	50.76%	58.66%	58.05%	54.81%	56.51%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.90%	1.98%	1.65%	1.62%	2.97%
		Hearing Impairment	0.38%	0.87%	0.76%	0.25%	0.37%
		Specific Learning Disability	3.81%	4.46%	3.55%	4.99%	5.08%
		Other Health Impairment	8.38%	7.55%	8.75%	10.86%	12.89%
		Orthopedic Impairment	2.79%	3.09%	2.03%	2.00%	2.23%
		Speech or Language Impairment	0.25%	0.74%	0.63%	1.00%	0.37%
		Traumatic Brain Injury	0.38%	0.62%	0.25%	0.75%	0.87%
		Visual Impairment	0.38%	0.37%	0.38%	0.13%	0.25%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	4.08%	4.31%	6.24%	0.25%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 44
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Science (continued)

Content	Variable	Subgroup	Grade 8				
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Science	Gender	Female	-0.04%	1.52%	-0.07%	-2.27%	-0.86%
		Male	0.17%	-1.52%	0.07%	2.27%	0.99%
	Ethnicity	Asian/Pacific Islander	-0.82%	0.82%	0.95%	-0.16%	0.79%
		Black (not of Hispanic Origin)	-4.35%	1.03%	0.36%	1.60%	-1.36%
		Hispanic	-0.94%	-0.21%	1.52%	0.31%	0.68%
		American Indian/Alaska Native	0.85%	-0.85%	0.86%	0.36%	1.22%
		White (not of Hispanic Origin)	5.78%	-0.80%	-3.69%	-2.24%	-0.94%
	Primary Disability	Autism	-0.52%	0.88%	-0.87%	2.74%	2.23%
		Cognitive Disability	7.90%	-0.61%	-3.24%	1.70%	5.75%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.08%	-0.33%	-0.03%	1.35%	1.07%
		Hearing Impairment	0.49%	-0.11%	-0.51%	0.12%	-0.01%
		Specific Learning Disability	0.65%	-0.91%	1.45%	0.09%	1.27%
		Other Health Impairment	-0.83%	1.20%	2.12%	2.03%	4.51%
		Orthopedic Impairment	0.30%	-1.07%	-0.03%	0.23%	-0.56%
		Speech or Language Impairment	0.49%	-0.11%	0.37%	-0.63%	0.12%
		Traumatic Brain Injury	0.24%	-0.37%	0.50%	0.12%	0.49%
		Visual Impairment	-0.01%	0.01%	-0.26%	0.12%	-0.13%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	4.08%	0.23%	1.93%	-5.99%	0.25%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 44
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Science (continued)

Content	Variable	Subgroup	Grade 10				
			2007–08	2008–09	2009–10	2010–11	2011–12
Science	Gender	Female	38.93%	38.07%	36.57%	36.71%	36.84%
		Male	60.67%	61.93%	63.43%	63.29%	62.77%
	Ethnicity	Asian/Pacific Islander	3.22%	3.59%	3.60%	2.85%	4.24%
		Black (not of Hispanic Origin)	16.91%	14.34%	17.51%	13.23%	15.40%
		Hispanic	6.31%	7.17%	7.31%	7.39%	8.73%
		American Indian/Alaska Native	1.75%	1.85%	1.08%	2.08%	1.80%
		White (not of Hispanic Origin)	70.60%	73.05%	70.38%	74.45%	69.06%
	Primary Disability	Autism	11.68%	13.84%	15.95%	14.66%	19.64%
		Cognitive Disability	53.56%	61.06%	58.75%	59.27%	61.10%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	1.21%	1.61%	2.40%	1.69%	1.93%
		Hearing Impairment	0.54%	0.25%	0.36%	0.39%	0.39%
		Specific Learning Disability	2.95%	4.08%	3.36%	3.37%	3.34%
		Other Health Impairment	3.76%	6.30%	6.48%	6.36%	7.83%
		Orthopedic Impairment	2.69%	2.60%	2.04%	2.46%	1.67%
		Speech or Language Impairment	0.13%	0.12%	0.12%	0.39%	0.90%
		Traumatic Brain Injury	0.81%	1.11%	0.60%	0.65%	0.64%
		Visual Impairment	0.13%	0.25%	0.36%	0.26%	0.26%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	0.00%	5.93%	6.24%	7.65%	1.93%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 44
Longitudinal Subgroup Participation by Grade for Gender, Ethnicity, and Disability—Science (continued)

Content	Variable	Subgroup	Grade 10				
			Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Science	Gender	Female	-0.85%	-1.50%	0.14%	0.14%	-2.08%
		Male	1.26%	1.50%	-0.14%	-0.52%	2.10%
	Ethnicity	Asian/Pacific Islander	0.36%	0.01%	-0.74%	1.38%	1.02%
		Black (not of Hispanic Origin)	-2.57%	3.17%	-4.28%	2.17%	-1.51%
		Hispanic	0.86%	0.14%	0.08%	1.34%	2.42%
		American Indian/Alaska Native	0.11%	-0.78%	1.00%	-0.28%	0.05%
		White (not of Hispanic Origin)	2.45%	-2.67%	4.07%	-5.39%	-1.54%
	Primary Disability	Autism	2.17%	2.10%	-1.29%	4.99%	7.96%
		Cognitive Disability	7.51%	-2.31%	0.52%	1.83%	7.55%
		Deaf-Blind	0.00%	0.00%	0.00%	0.00%	0.00%
		Emotional Behavioral Disability	0.40%	0.79%	-0.71%	0.24%	0.72%
		Hearing Impairment	-0.29%	0.11%	0.03%	0.00%	-0.15%
		Specific Learning Disability	1.13%	-0.72%	0.01%	-0.03%	0.39%
		Other Health Impairment	2.55%	0.17%	-0.12%	1.48%	4.07%
		Orthopedic Impairment	-0.09%	-0.56%	0.43%	-0.80%	-1.02%
		Speech or Language Impairment	-0.01%	0.00%	0.27%	0.51%	0.77%
		Traumatic Brain Injury	0.31%	-0.51%	0.05%	-0.01%	-0.16%
		Visual Impairment	0.11%	0.11%	-0.10%	0.00%	0.12%
		Significant Developmental Delay	0.00%	0.00%	0.00%	0.00%	0.00%
		Not IDEA Eligible or No Disability	5.93%	0.30%	1.42%	-5.73%	1.93%

The 'Not IDEA Eligible or No Disability' subgroup students have a disability but it was not appropriately captured on the answer document.

The race/ethnicity data collection was revised for the 2010–11 school year. Race/ethnicity differences are likely a result of the changes to the data collection as opposed to actual changes in the population of students in Wisconsin.

Table 45
Longitudinal Summary of *P*-Values All Content Areas by Grade

							High <i>P</i> -value				
Content	Grade	2007–08	2008–09	2009–10	2010–11	2011–12	Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Reading	3	0.89	0.89	0.87	0.88	0.93	0.00	-0.02	0.01	0.05	0.04
	4	0.90	0.88	0.91	0.88	0.88	-0.02	0.02	-0.02	0.00	-0.02
	5	0.90	0.86	0.87	0.88	0.87	-0.04	0.01	0.01	0.00	-0.02
	6	0.88	0.87	0.88	0.88	0.90	-0.01	0.01	0.00	0.02	0.02
	7	0.89	0.87	0.87	0.87	0.88	-0.02	0.01	0.00	0.01	0.00
	8	0.90	0.87	0.89	0.87	0.87	-0.03	0.02	-0.02	0.00	-0.02
	10	0.88	0.89	0.90	0.88	0.91	0.01	0.01	-0.02	0.02	0.03
Mathematics	3	0.85	0.87	0.83	0.86	0.87	0.02	-0.03	0.02	0.02	0.03
	4	0.88	0.85	0.87	0.86	0.88	-0.03	0.03	-0.01	0.02	0.01
	5	0.88	0.87	0.88	0.89	0.90	-0.02	0.01	0.02	0.00	0.01
	6	0.90	0.88	0.87	0.89	0.90	-0.01	-0.02	0.02	0.02	0.01
	7	0.87	0.85	0.84	0.86	0.85	-0.02	-0.01	0.02	-0.01	-0.02
	8	0.82	0.81	0.86	0.87	0.85	-0.01	0.05	0.01	-0.02	0.03
	10	0.82	0.82	0.82	0.82	0.83	-0.01	0.00	0.00	0.01	0.01
Science	4	0.85	0.87	0.88	0.85	0.84	0.01	0.01	-0.02	-0.01	-0.01
	8	0.87	0.88	0.90	0.90	0.88	0.01	0.02	0.00	-0.02	0.00
	10	0.86	0.87	0.88	0.87	0.90	0.00	0.01	-0.01	0.02	0.03

Some items appearing in the test forms at all grade levels and for all content areas have been revised/altered/added across administrations, thus comparisons of statistics must be done with caution.

Table 45
Longitudinal Summary of *P*-Values All Content Areas by Grade (continued)

		Mean <i>P</i> -value									
Content	Grade	2007–08	2008–09	2009–10	2010–11	2011–12	Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Reading	3	0.72	0.70	0.68	0.67	0.69	-0.02	-0.02	-0.01	0.02	-0.03
	4	0.78	0.74	0.76	0.73	0.73	-0.04	0.02	-0.03	0.00	-0.06
	5	0.75	0.71	0.72	0.73	0.72	-0.03	0.01	0.01	-0.01	-0.03
	6	0.75	0.70	0.70	0.71	0.72	-0.05	0.01	0.01	0.01	-0.03
	7	0.72	0.71	0.70	0.69	0.69	-0.01	-0.01	-0.02	0.00	-0.04
	8	0.70	0.68	0.72	0.70	0.69	-0.02	0.04	-0.03	-0.01	-0.01
	10	0.69	0.69	0.68	0.68	0.72	0.00	-0.01	0.00	0.04	0.03
Mathematics	3	0.66	0.67	0.65	0.64	0.66	0.01	-0.02	-0.01	0.02	0.01
	4	0.70	0.68	0.70	0.67	0.67	-0.02	0.02	-0.03	0.00	-0.03
	5	0.67	0.66	0.66	0.69	0.68	-0.01	0.00	0.02	-0.01	0.01
	6	0.69	0.68	0.67	0.70	0.70	-0.02	0.00	0.02	0.00	0.01
	7	0.69	0.69	0.68	0.64	0.64	0.00	-0.01	-0.04	0.00	-0.05
	8	0.63	0.65	0.65	0.64	0.63	0.02	-0.01	0.00	-0.02	0.00
	10	0.55	0.60	0.58	0.57	0.61	0.05	-0.02	0.00	0.04	0.06
Science	4	0.74	0.77	0.78	0.75	0.75	0.03	0.01	-0.03	0.01	0.02
	8	0.75	0.76	0.78	0.78	0.76	0.02	0.01	0.00	-0.01	0.02
	10	0.76	0.78	0.78	0.77	0.80	0.02	0.00	-0.01	0.03	0.04

Some items appearing in the test forms at all grade levels and for all content areas have been revised/altered/added across administrations, thus comparisons of statistics must be done with caution.

Table 45
Longitudinal Summary of *P*-Values All Content Areas by Grade (continued)

Low <i>P</i> -value											
Content	Grade	2007–08	2008–09	2009–10	2010–11	2011–12	Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Reading	3	0.38	0.46	0.45	0.47	0.46	0.08	-0.01	0.02	-0.01	0.08
	4	0.52	0.50	0.49	0.48	0.48	-0.01	-0.01	-0.01	0.00	-0.04
	5	0.50	0.48	0.49	0.50	0.49	-0.03	0.01	0.01	-0.01	-0.01
	6	0.48	0.45	0.43	0.43	0.42	-0.03	-0.02	0.00	-0.02	-0.06
	7	0.40	0.34	0.38	0.37	0.37	-0.06	0.03	-0.01	0.00	-0.03
	8	0.36	0.39	0.40	0.39	0.40	0.03	0.01	0.00	0.01	0.04
	10	0.47	0.51	0.48	0.48	0.51	0.03	-0.02	0.00	0.02	0.03
Mathematics	3	0.36	0.36	0.40	0.36	0.38	0.00	0.04	-0.04	0.01	0.01
	4	0.44	0.42	0.48	0.45	0.44	-0.02	0.06	-0.02	-0.02	-0.01
	5	0.31	0.46	0.40	0.47	0.46	0.15	-0.06	0.07	-0.01	0.15
	6	0.41	0.46	0.43	0.48	0.43	0.05	-0.03	0.05	-0.04	0.02
	7	0.41	0.39	0.38	0.27	0.26	-0.02	-0.01	-0.11	-0.01	-0.15
	8	0.31	0.40	0.32	0.33	0.30	0.09	-0.08	0.02	-0.03	-0.01
	10	0.19	0.33	0.33	0.32	0.37	0.14	0.00	-0.01	0.04	0.18
Science	4	0.42	0.40	0.44	0.45	0.43	-0.02	0.04	0.02	-0.03	0.00
	8	0.52	0.51	0.51	0.53	0.52	-0.01	0.00	0.02	-0.01	0.00
	10	0.48	0.54	0.50	0.51	0.55	0.06	-0.04	0.01	0.03	0.06

Some items appearing in the test forms at all grade levels and for all content areas have been revised/altered/added across administrations, thus comparisons of statistics must be done with caution.

Table 46
Longitudinal Summary of Point Biserials All Content Areas by Grade

							High Point Biserial				
Content	Grade	2007–08	2008–09	2009–10	2010–11	2011–12	Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Reading	3	0.80	0.75	0.78	0.76	0.75	-0.06	0.03	-0.02	-0.01	-0.05
	4	0.80	0.79	0.74	0.78	0.79	-0.01	-0.05	0.04	0.01	-0.01
	5	0.87	0.83	0.82	0.78	0.83	-0.04	-0.01	-0.05	0.05	-0.04
	6	0.84	0.84	0.83	0.82	0.80	0.01	-0.02	-0.01	-0.02	-0.04
	7	0.81	0.80	0.78	0.78	0.76	-0.01	-0.02	0.01	-0.02	-0.05
	8	0.76	0.77	0.77	0.76	0.82	0.01	-0.01	0.00	0.06	0.06
	10	0.82	0.79	0.80	0.80	0.76	-0.03	0.01	0.00	-0.04	-0.06
Mathematics	3	0.81	0.77	0.76	0.78	0.74	-0.04	-0.01	0.02	-0.04	-0.06
	4	0.82	0.75	0.77	0.77	0.80	-0.06	0.02	0.00	0.03	-0.02
	5	0.82	0.83	0.78	0.79	0.78	0.01	-0.05	0.01	0.00	-0.04
	6	0.77	0.75	0.75	0.76	0.72	-0.02	0.00	0.01	-0.03	-0.04
	7	0.79	0.78	0.79	0.78	0.78	-0.01	0.01	-0.02	0.00	-0.01
	8	0.82	0.83	0.81	0.80	0.83	0.01	-0.02	-0.01	0.03	0.01
	10	0.74	0.75	0.72	0.72	0.69	0.01	-0.03	0.00	-0.03	-0.05
Science	4	0.84	0.80	0.76	0.80	0.81	-0.04	-0.04	0.04	0.00	-0.04
	8	0.82	0.83	0.80	0.82	0.82	0.02	-0.03	0.02	0.00	0.01
	10	0.85	0.82	0.81	0.84	0.80	-0.02	-0.01	0.02	-0.04	-0.05

Some items appearing in the test forms at all grade levels and for all content areas have been revised/altered/added across administrations, thus comparisons of statistics must be done with caution.

Table 46
Longitudinal Summary of Point Biserials All Content Areas by Grade (continued)

		Mean Point Biserial									
Content	Grade	2007–08	2008–09	2009–10	2010–11	2011–12	Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Reading	3	0.66	0.61	0.63	0.61	0.58	-0.05	0.02	-0.01	-0.04	-0.09
	4	0.69	0.64	0.62	0.64	0.65	-0.05	-0.03	0.03	0.00	-0.04
	5	0.69	0.69	0.66	0.63	0.65	0.00	-0.04	-0.02	0.01	-0.05
	6	0.67	0.66	0.67	0.65	0.62	-0.01	0.01	-0.02	-0.03	-0.05
	7	0.67	0.67	0.66	0.66	0.65	0.00	-0.01	0.00	-0.02	-0.02
	8	0.65	0.66	0.66	0.65	0.66	0.01	0.00	-0.01	0.01	0.02
	10	0.66	0.63	0.62	0.64	0.60	-0.03	-0.01	0.02	-0.04	-0.06
Mathematics	3	0.64	0.60	0.62	0.60	0.56	-0.04	0.01	-0.02	-0.04	-0.08
	4	0.64	0.62	0.59	0.61	0.61	-0.02	-0.03	0.02	0.00	-0.03
	5	0.65	0.65	0.63	0.61	0.61	0.00	-0.03	-0.02	0.00	-0.04
	6	0.63	0.65	0.66	0.64	0.60	0.02	0.01	-0.02	-0.04	-0.03
	7	0.65	0.65	0.66	0.63	0.62	0.00	0.01	-0.02	-0.02	-0.04
	8	0.62	0.65	0.61	0.61	0.62	0.03	-0.03	0.00	0.01	0.00
	10	0.55	0.59	0.55	0.57	0.54	0.03	-0.04	0.02	-0.03	-0.02
Science	4	0.72	0.71	0.68	0.70	0.71	-0.01	-0.03	0.03	0.01	-0.01
	8	0.70	0.72	0.68	0.69	0.71	0.01	-0.04	0.01	0.02	0.01
	10	0.71	0.71	0.70	0.72	0.68	0.00	-0.01	0.02	-0.03	-0.03

Some items appearing in the test forms at all grade levels and for all content areas have been revised/altered/added across administrations, thus comparisons of statistics must be done with caution.

Table 46
Longitudinal Summary of Point Biserials All Content Areas by Grade (continued)

							Low Point Biserial				
Content	Grade	2007–08	2008–09	2009–10	2010–11	2011–12	Difference between 2008–09 and 2007–08	Difference between 2009–10 and 2008–09	Difference between 2010–11 and 2009–10	Difference between 2011–12 and 2010–11	Difference between 2011–12 and 2007–08
Reading	3	0.45	0.44	0.42	0.29	0.28	-0.02	-0.02	-0.13	-0.01	-0.18
	4	0.45	0.46	0.45	0.43	0.48	0.01	-0.01	-0.02	0.04	0.03
	5	0.43	0.42	0.44	0.38	0.42	-0.01	0.02	-0.05	0.04	-0.01
	6	0.42	0.48	0.45	0.41	0.41	0.06	-0.03	-0.04	0.00	-0.01
	7	0.42	0.41	0.40	0.47	0.44	-0.01	-0.01	0.08	-0.04	0.02
	8	0.32	0.39	0.45	0.45	0.51	0.07	0.06	0.00	0.06	0.19
	10	0.29	0.31	0.27	0.30	0.23	0.03	-0.05	0.03	-0.07	-0.06
Mathematics	3	0.30	0.36	0.35	0.36	0.31	0.06	-0.01	0.01	-0.05	0.01
	4	0.30	0.38	0.30	0.39	0.40	0.08	-0.08	0.09	0.02	0.10
	5	0.30	0.32	0.35	0.31	0.27	0.02	0.02	-0.04	-0.04	-0.03
	6	0.29	0.36	0.34	0.31	0.28	0.07	-0.02	-0.03	-0.03	-0.01
	7	0.37	0.35	0.28	0.30	0.29	-0.02	-0.06	0.01	-0.01	-0.08
	8	0.17	0.31	0.19	0.21	0.21	0.14	-0.11	0.02	0.00	0.05
	10	0.18	0.24	0.27	0.29	0.22	0.06	0.03	0.02	-0.07	0.04
Science	4	0.48	0.38	0.41	0.46	0.41	-0.11	0.04	0.04	-0.05	-0.08
	8	0.49	0.40	0.37	0.41	0.42	-0.09	-0.03	0.04	0.01	-0.07
	10	0.26	0.25	0.22	0.23	0.23	-0.01	-0.03	0.02	0.00	-0.03

Some items appearing in the test forms at all grade levels and for all content areas have been revised/altered/added across administrations, thus comparisons of statistics must be done with caution.

Table 47
Longitudinal Summary of Impact Data by Grade—Reading

2007–08							2008–09				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
Reading	3	14.82%	14.49%	29.31%	41.38%	70.69%	11.64%	18.17%	34.68%	35.51%	70.19%
	4	11.65%	17.58%	28.11%	42.67%	70.77%	11.36%	21.72%	37.45%	29.46%	66.92%
	5	12.92%	15.34%	26.53%	45.21%	71.74%	13.59%	17.55%	28.50%	40.37%	68.87%
	6	11.81%	20.60%	25.93%	41.67%	67.59%	12.47%	23.38%	28.18%	35.97%	64.16%
	7	13.08%	23.42%	16.53%	46.97%	63.50%	12.12%	19.77%	20.66%	47.45%	68.11%
	8	15.10%	24.06%	23.95%	36.89%	60.84%	13.12%	23.76%	24.38%	38.74%	63.12%
	10	16.37%	22.34%	24.37%	36.93%	61.29%	14.30%	20.47%	27.87%	37.36%	65.23%
2009–10							2010–11				
Percent of Students in Each Performance Level							Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
Reading	3	14.21%	17.64%	33.12%	35.03%	68.15%	13.84%	20.64%	34.61%	30.91%	65.51%
	4	8.48%	23.20%	40.17%	28.15%	68.32%	11.23%	22.96%	37.85%	27.96%	65.81%
	5	11.42%	19.92%	32.87%	35.79%	68.66%	7.94%	20.26%	34.48%	37.32%	71.80%
	6	13.13%	21.49%	27.72%	37.67%	65.39%	11.49%	23.35%	27.63%	37.53%	65.16%
	7	11.87%	24.24%	17.42%	46.47%	63.89%	12.45%	25.78%	18.80%	42.96%	61.77%
	8	12.48%	19.80%	22.95%	44.77%	67.72%	13.45%	21.67%	25.28%	39.60%	64.88%
	10	14.30%	24.20%	25.15%	36.35%	61.50%	14.90%	21.24%	28.24%	35.62%	63.86%

Table 47
Longitudinal Summary of Impact Data by Grade—Reading (continued)

		2011–12				
		Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
Reading	3	11.52%	20.00%	38.73%	29.75%	68.48%
	4	11.64%	22.93%	39.00%	26.43%	65.43%
	5	10.03%	19.31%	34.04%	36.63%	70.67%
	6	8.17%	22.93%	34.85%	34.05%	68.90%
	7	12.00%	26.37%	19.60%	42.04%	61.64%
	8	11.62%	25.34%	22.00%	41.04%	63.04%
	10	9.22%	17.93%	34.32%	38.54%	72.86%

Table 47
Longitudinal Summary of Impact Data by Grade—Reading (continued)

Difference between 2008–09 and 2007–08						Difference between 2009–10 and 2008–09				
Percent of Students in Each Performance Level						Percent of Students in Each Performance Level				
Content Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
3	-3.18%	3.68%	5.37%	-5.87%	-0.50%	2.57%	-0.53%	-1.56%	-0.49%	-2.04%
4	-0.28%	4.14%	9.35%	-13.20%	-3.86%	-2.88%	1.48%	2.71%	-1.31%	1.40%
5	0.67%	2.21%	1.97%	-4.84%	-2.88%	-2.17%	2.38%	4.37%	-4.58%	-0.21%
Reading 6	0.66%	2.78%	2.26%	-5.69%	-3.44%	0.66%	-1.89%	-0.46%	1.69%	1.23%
7	-0.96%	-3.65%	4.14%	0.48%	4.62%	-0.25%	4.47%	-3.24%	-0.98%	-4.22%
8	-1.98%	-0.30%	0.43%	1.85%	2.28%	-0.63%	-3.96%	-1.43%	6.03%	4.60%
10	-2.07%	-1.87%	3.50%	0.43%	3.93%	0.00%	3.73%	-2.72%	-1.01%	-3.73%

Difference between 2010–11 and 2009–10						Difference between 2011–12 and 2010–11				
Percent of Students in Each Performance Level						Percent of Students in Each Performance Level				
Content Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
3	-0.37%	3.00%	1.48%	-4.12%	-2.63%	-2.32%	-0.64%	4.13%	-1.16%	2.97%
4	2.75%	-0.25%	-2.31%	-0.19%	-2.50%	0.41%	-0.02%	1.15%	-1.54%	-0.39%
5	-3.48%	0.34%	1.61%	1.54%	3.15%	2.09%	-0.95%	-0.44%	-0.69%	-1.13%
Reading 6	-1.64%	1.87%	-0.09%	-0.14%	-0.23%	-3.32%	-0.42%	7.22%	-3.48%	3.74%
7	0.58%	1.54%	1.38%	-3.50%	-2.12%	-0.46%	0.59%	0.79%	-0.92%	-0.13%
8	0.97%	1.87%	2.33%	-5.17%	-2.84%	-1.83%	3.67%	-3.28%	1.44%	-1.84%
10	0.59%	-2.95%	3.09%	-0.73%	2.36%	-5.68%	-3.32%	6.08%	2.92%	9.00%

Table 47
Longitudinal Summary of Impact Data by Grade—Reading (continued)

		Difference between 2011–12 and 2007–08				
		Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
Reading	3	-3.30%	5.51%	9.43%	-11.64%	-2.21%
	4	0.00%	5.35%	10.89%	-16.24%	-5.35%
	5	-2.89%	3.97%	7.51%	-8.58%	-1.07%
	6	-3.63%	2.33%	8.92%	-7.62%	1.31%
	7	-1.09%	2.94%	3.07%	-4.93%	-1.86%
	8	-3.48%	1.28%	-1.95%	4.15%	2.20%
	10	-7.15%	-4.41%	9.95%	1.61%	11.56%

Table 48
Longitudinal Summary of Impact Data by Grade—Mathematics

		2007–08					2008–09				
		Percent of Students in Each Performance Level					Percent of Students in Each Performance Level				
Content Grade		WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
Mathematics	3	13.70%	14.20%	31.01%	41.10%	72.11%	9.29%	16.31%	35.24%	39.17%	74.41%
	4	12.70%	14.82%	26.85%	45.64%	72.49%	11.61%	16.73%	29.84%	41.82%	71.66%
	5	14.80%	14.41%	25.74%	45.05%	70.79%	13.66%	17.91%	24.93%	43.50%	68.44%
	6	14.00%	15.65%	29.52%	40.84%	70.36%	13.78%	15.48%	33.81%	36.93%	70.74%
	7	12.36%	13.72%	27.57%	46.35%	73.92%	11.11%	13.16%	31.93%	43.81%	75.73%
	8	15.60%	18.12%	24.43%	41.86%	66.28%	13.72%	18.42%	26.45%	41.41%	67.86%
	10	16.69%	22.64%	27.56%	33.12%	60.67%	14.18%	22.81%	28.48%	34.53%	63.01%
		2009–10					2010–11				
		Percent of Students in Each Performance Level					Percent of Students in Each Performance Level				
Content Grade		WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
Mathematics	3	11.85%	15.92%	35.67%	36.56%	72.23%	11.51%	15.35%	41.13%	32.01%	73.14%
	4	8.74%	16.88%	30.70%	43.68%	74.38%	11.45%	17.66%	31.91%	38.98%	70.89%
	5	11.75%	17.88%	29.76%	40.61%	70.37%	8.90%	16.37%	30.61%	44.13%	74.73%
	6	15.43%	16.09%	30.59%	37.90%	68.48%	12.16%	16.22%	32.06%	39.56%	71.62%
	7	12.15%	13.80%	29.49%	44.56%	74.05%	12.59%	17.46%	32.29%	37.66%	69.95%
	8	12.91%	18.61%	30.13%	38.35%	68.48%	12.83%	18.56%	31.38%	37.24%	68.62%
	10	12.63%	28.01%	31.11%	28.25%	59.36%	13.62%	25.29%	32.17%	28.92%	61.09%

Table 48
Longitudinal Summary of Impact Data by Grade—Mathematics (continued)

		2011–12				
		Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
Mathematics	3	8.73%	17.60%	39.11%	34.56%	73.67%
	4	10.50%	17.74%	32.67%	39.09%	71.76%
	5	10.04%	16.73%	31.35%	41.88%	73.23%
	6	10.11%	15.00%	37.84%	37.05%	74.89%
	7	12.37%	15.22%	38.64%	33.77%	72.41%
	8	12.50%	19.68%	33.66%	34.16%	67.82%
	10	8.84%	22.66%	35.34%	33.16%	68.50%

Table 48
Longitudinal Summary of Impact Data by Grade—Mathematics (continued)

Difference between 2008–09 and 2007–08						Difference between 2009–10 and 2008–09					
Percent of Students in Each Performance Level						Percent of Students in Each Performance Level					
Content Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	
Mathematics	3	-4.41%	2.11%	4.23%	-1.93%	2.30%	2.56%	-0.39%	0.43%	-2.61%	-2.18%
	4	-1.09%	1.91%	2.99%	-3.81%	-0.83%	-2.87%	0.15%	0.86%	1.86%	2.72%
	5	-1.14%	3.49%	-0.81%	-1.54%	-2.35%	-1.91%	-0.03%	4.82%	-2.89%	1.94%
	6	-0.21%	-0.17%	4.29%	-3.91%	0.39%	1.64%	0.61%	-3.23%	0.97%	-2.26%
	7	-1.25%	-0.57%	4.36%	-2.55%	1.82%	1.04%	0.64%	-2.43%	0.75%	-1.68%
	8	-1.88%	0.30%	2.03%	-0.45%	1.58%	-0.81%	0.19%	3.68%	-3.06%	0.62%
	10	-2.51%	0.17%	0.93%	1.41%	2.34%	-1.55%	5.20%	2.63%	-6.28%	-3.65%

Difference between 2010–11 and 2009–10						Difference between 2011–12 and 2010–11					
Percent of Students in Each Performance Level						Percent of Students in Each Performance Level					
Content Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	
Mathematics	3	-0.34%	-0.58%	5.46%	-4.55%	0.91%	-2.78%	2.25%	-2.01%	2.54%	0.53%
	4	2.71%	0.78%	1.22%	-4.71%	-3.49%	-0.95%	0.08%	0.76%	0.11%	0.87%
	5	-2.85%	-1.51%	0.85%	3.52%	4.36%	1.14%	0.36%	0.75%	-2.24%	-1.50%
	6	-3.26%	0.13%	1.48%	1.66%	3.14%	-2.05%	-1.22%	5.78%	-2.51%	3.26%
	7	0.44%	3.66%	2.80%	-6.90%	-4.10%	-0.23%	-2.24%	6.35%	-3.89%	2.46%
	8	-0.08%	-0.05%	1.26%	-1.12%	0.14%	-0.33%	1.12%	2.28%	-3.08%	-0.80%
	10	0.99%	-2.72%	1.06%	0.67%	1.73%	-4.78%	-2.63%	3.17%	4.24%	7.41%

Table 48
Longitudinal Summary of Impact Data by Grade—Mathematics (continued)

		Difference between 2011-12 and 2007-08				
		Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
Mathematics	3	-4.97%	3.40%	8.11%	-6.54%	1.57%
	4	-2.20%	2.92%	5.82%	-6.55%	-0.72%
	5	-4.76%	2.32%	5.61%	-3.16%	2.45%
	6	-3.88%	-0.65%	8.32%	-3.80%	4.53%
	7	0.01%	1.50%	11.08%	-12.59%	-1.50%
	8	-3.10%	1.56%	9.24%	-7.70%	1.54%
	10	-7.85%	0.02%	7.78%	0.05%	7.83%

Table 49
Longitudinal Summary of Impact Data by Grade—Science

2007–08						2008–09				
Percent of Students in Each Performance Level						Percent of Students in Each Performance Level				
Content Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
4	18.75%	10.90%	16.67%	53.69%	70.35%	15.27%	10.26%	19.02%	55.44%	74.47%
Science 8	15.61%	10.41%	25.64%	48.35%	73.99%	13.37%	9.90%	21.29%	55.45%	76.73%
10	15.03%	13.56%	15.84%	55.57%	71.41%	12.49%	12.24%	13.23%	62.05%	75.28%

2009–10						2010–11				
Percent of Students in Each Performance Level						Percent of Students in Each Performance Level				
Content Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
4	12.80%	11.61%	18.25%	57.35%	75.59%	14.58%	14.71%	16.54%	54.17%	70.71%
Science 8	12.04%	9.13%	25.10%	53.74%	78.83%	11.74%	10.49%	22.22%	55.56%	77.78%
10	11.63%	13.07%	14.63%	60.67%	75.30%	12.32%	12.58%	15.95%	59.14%	75.10%

Table 49
Longitudinal Summary of Impact Data by Grade—Science (continued)

		2011–12				
		Percent of Students in Each Performance Level				
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
	4	15.01%	10.79%	19.34%	54.87%	74.21%
Science	8	12.64%	9.29%	22.43%	55.64%	78.07%
	10	8.22%	11.68%	14.51%	65.60%	80.10%

Table 49
Longitudinal Summary of Impact Data by Grade—Science (continued)

Difference between 2008–09 and 2007–08						Difference between 2009–10 and 2008–09				
Percent of Students in Each Performance Level						Percent of Students in Each Performance Level				
Content Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
4	-3.48%	-0.63%	2.36%	1.76%	4.12%	-2.47%	1.35%	-0.78%	1.90%	1.12%
Science 8	-2.24%	-0.51%	-4.35%	7.10%	2.75%	-1.33%	-0.78%	3.81%	-1.71%	2.10%
10	-2.55%	-1.32%	-2.61%	6.48%	3.87%	-0.85%	0.83%	1.40%	-1.38%	0.02%

Difference between 2010–11 and 2009–10						Difference between 2011–12 and 2010–11				
Percent of Students in Each Performance Level						Percent of Students in Each Performance Level				
Content Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced	WAA-SwD Proficient & Advanced Combined
4	1.79%	3.10%	-1.70%	-3.18%	-4.88%	0.42%	-3.92%	2.80%	0.70%	3.50%
Science 8	-0.31%	1.36%	-2.87%	1.82%	-1.06%	0.90%	-1.19%	0.21%	0.08%	0.29%
10	0.69%	-0.49%	1.33%	-1.53%	-0.20%	-4.11%	-0.90%	-1.45%	6.45%	5.01%

Table 49
Longitudinal Summary of Impact Data by Grade—Science (continued)

		Difference between 2011–12 and 2007–08			
		Percent of Students in Each Performance Level			
Content	Grade	WAA-SwD Minimal Performance	WAA-SwD Basic	WAA-SwD Proficient	WAA-SwD Advanced Proficient & Advanced Combined
	4	-3.74%	-0.11%	2.68%	1.18%
Science	8	-2.97%	-1.11%	-3.21%	7.29%
	10	-6.82%	-1.88%	-1.33%	10.03%

Figures 1–33

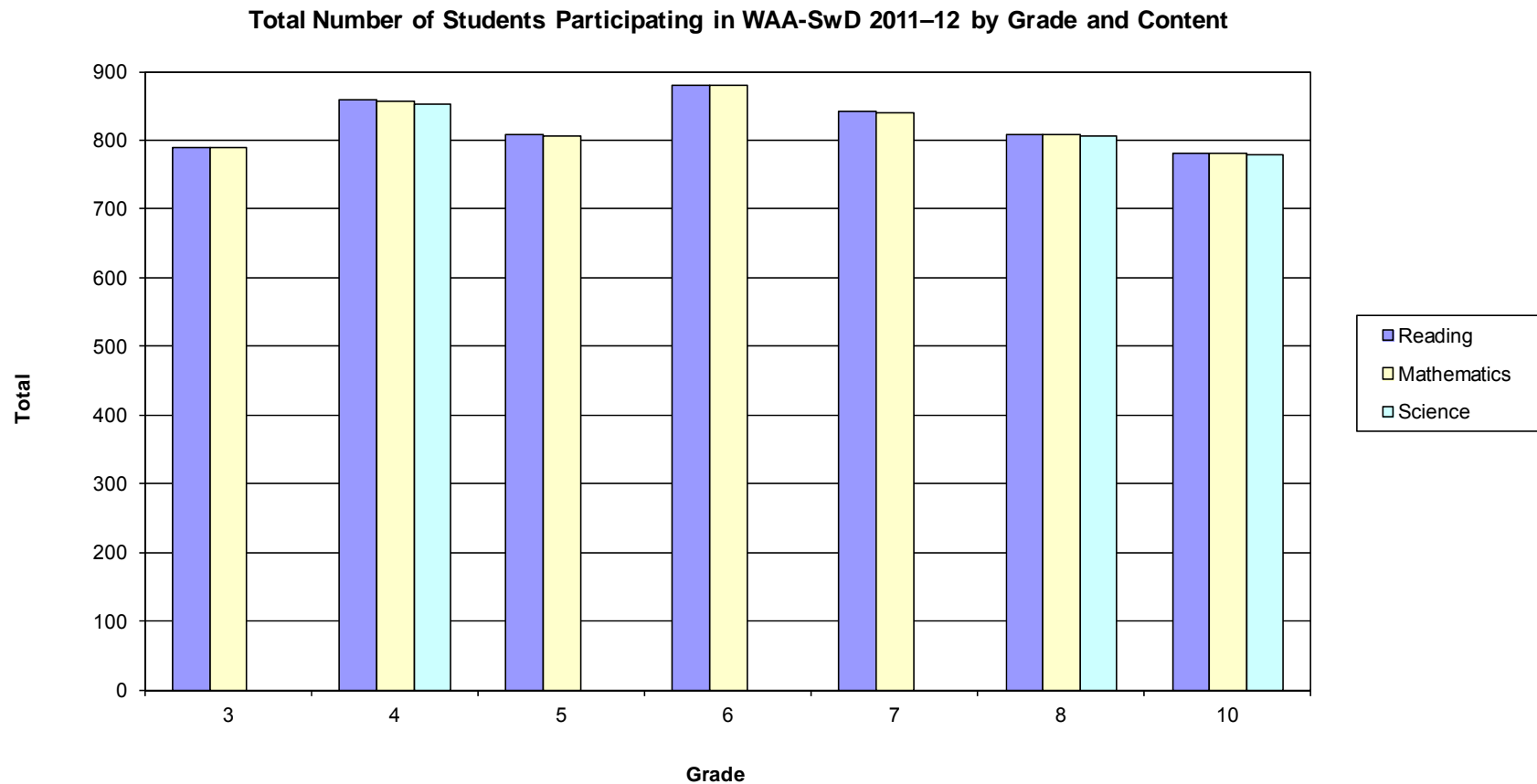
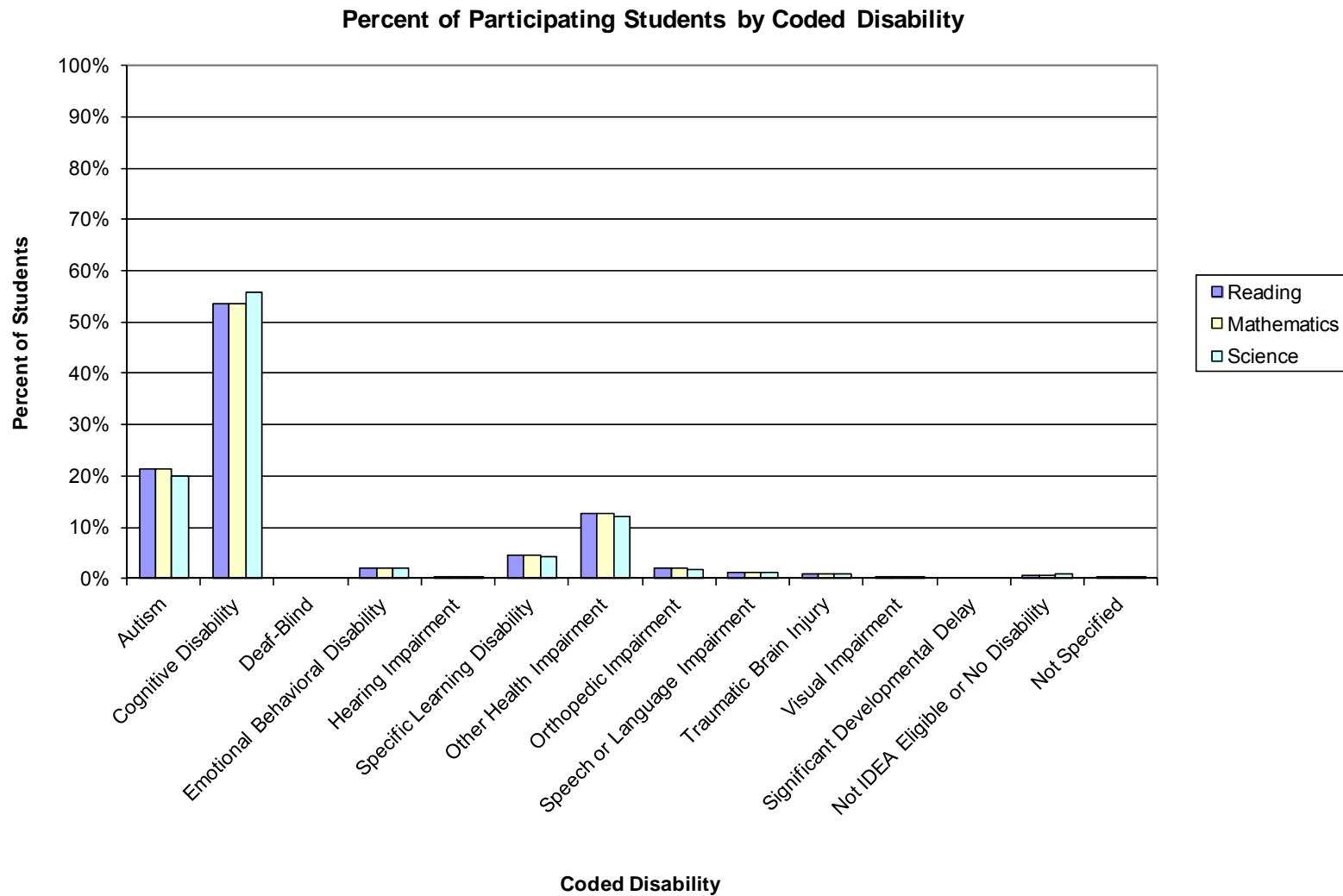
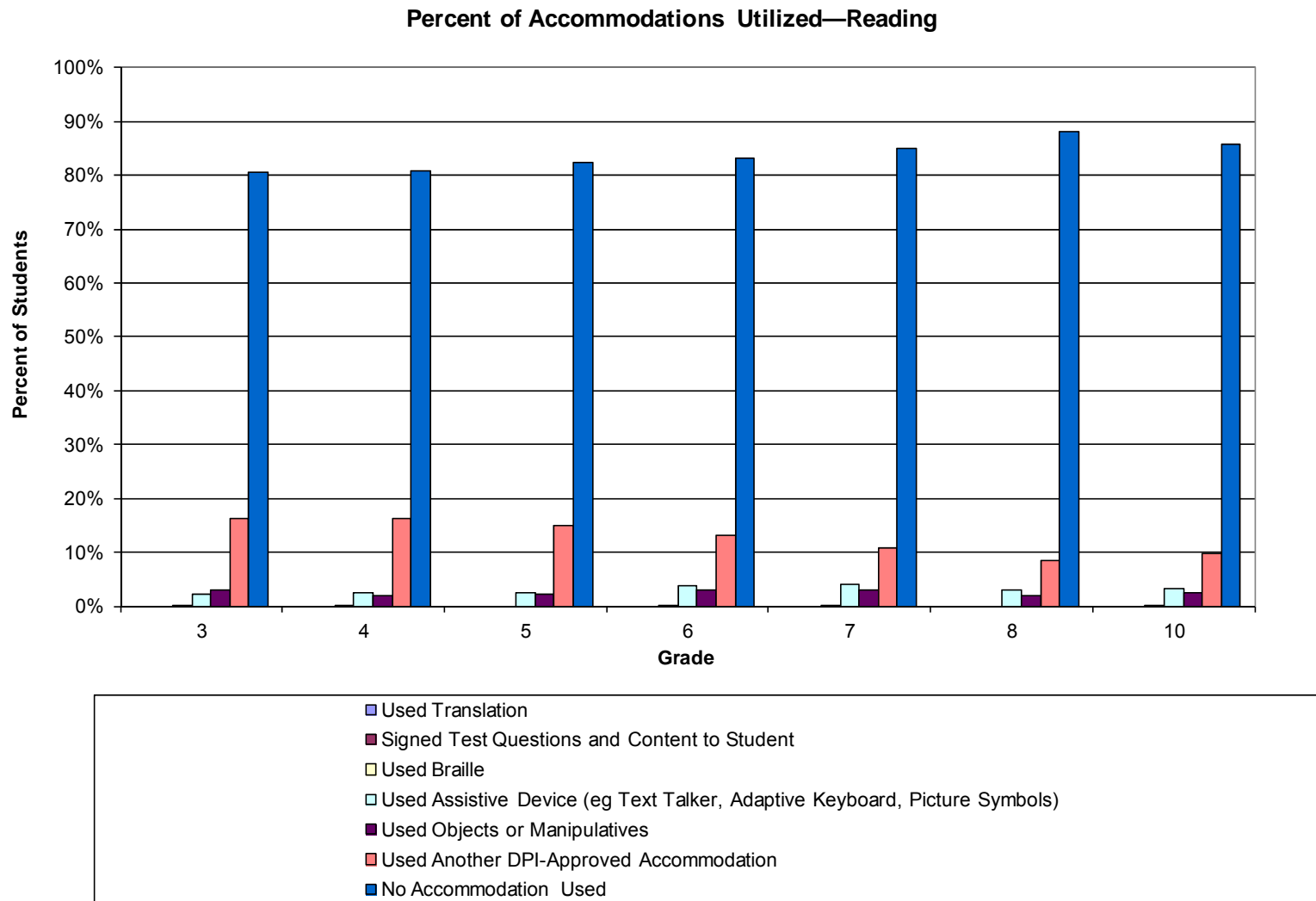
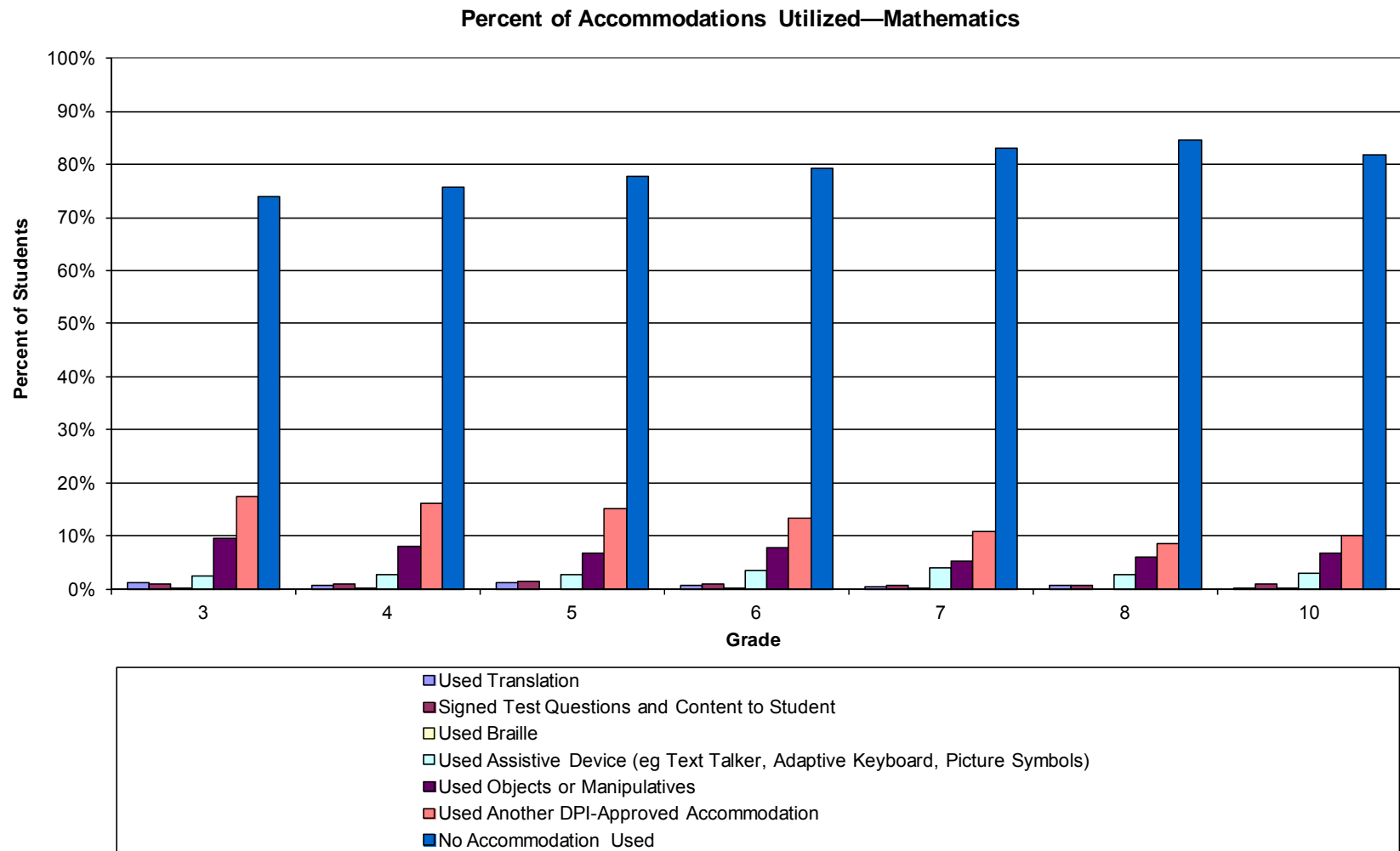
Figure 1. Total Number of Students Participating in WAA-SwD 2011–12 by Grade and Content

Figure 2. Percent of Participating Students by Coded Disability

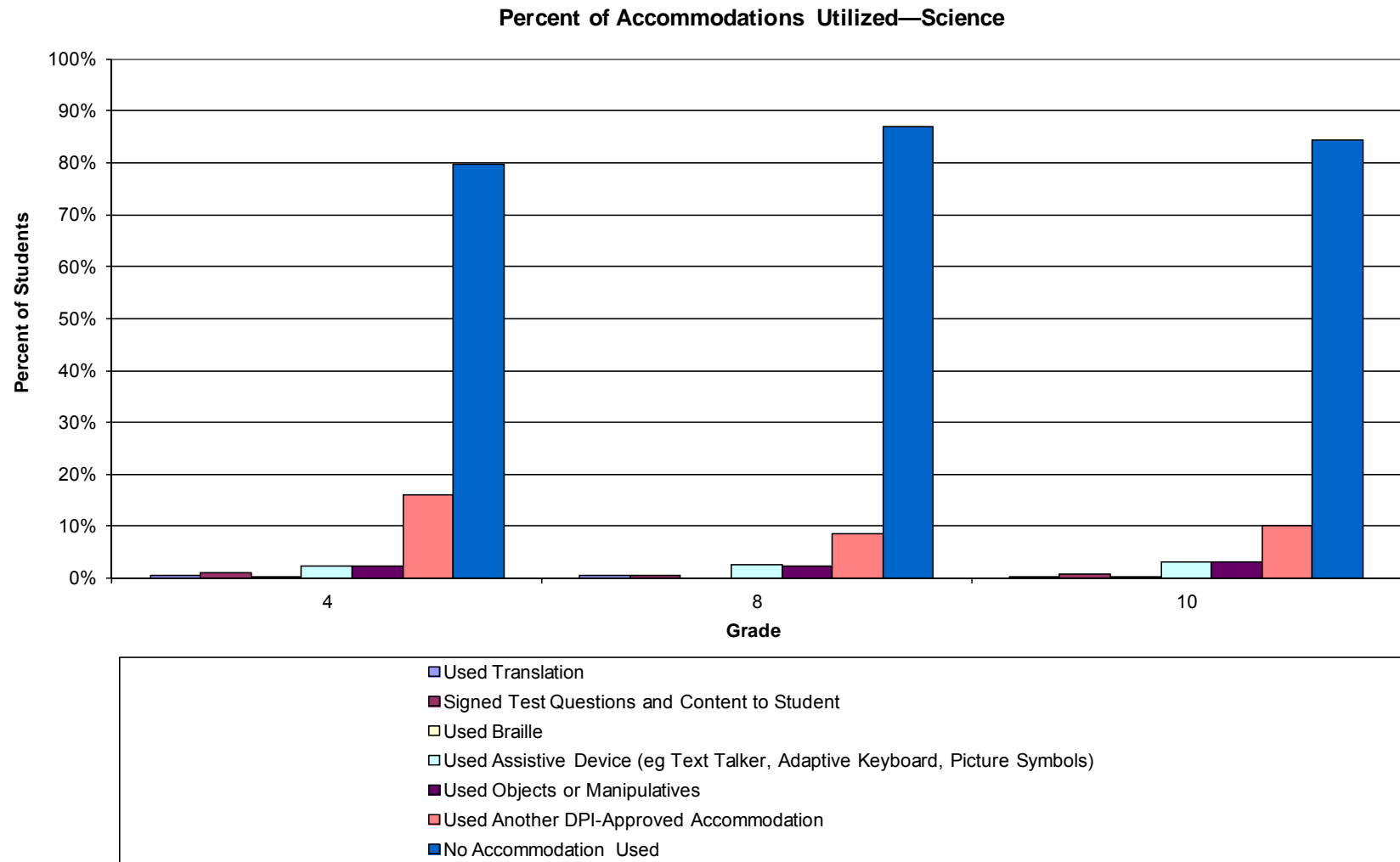
Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Figure 3. Percent of Accommodations Utilized—Reading

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Figure 4. Percent of Accommodations Utilized—Mathematics

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Figure 5. Percent of Accommodations Utilized—Science

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

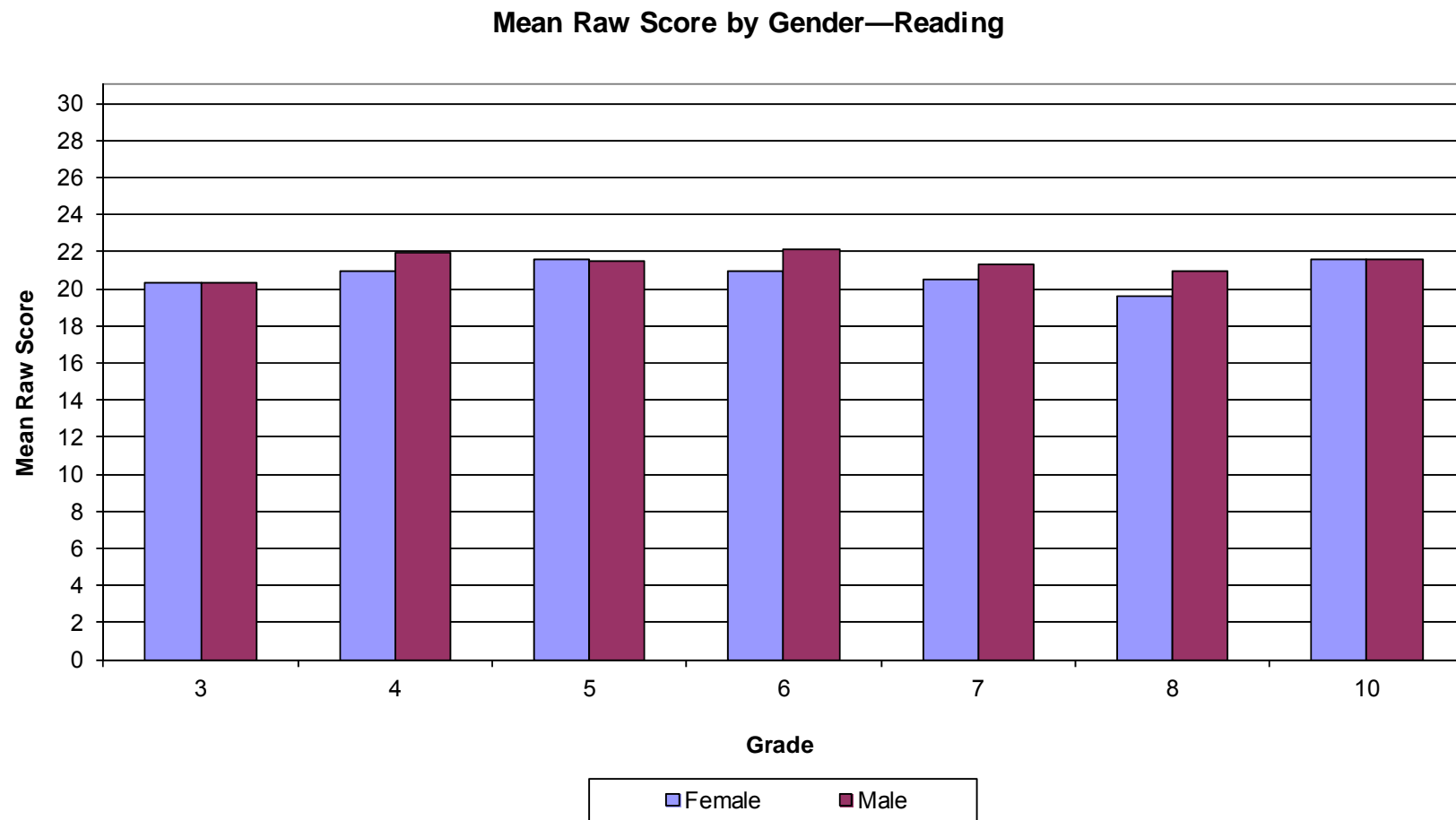
Figure 6. Mean Raw Score by Gender—Reading

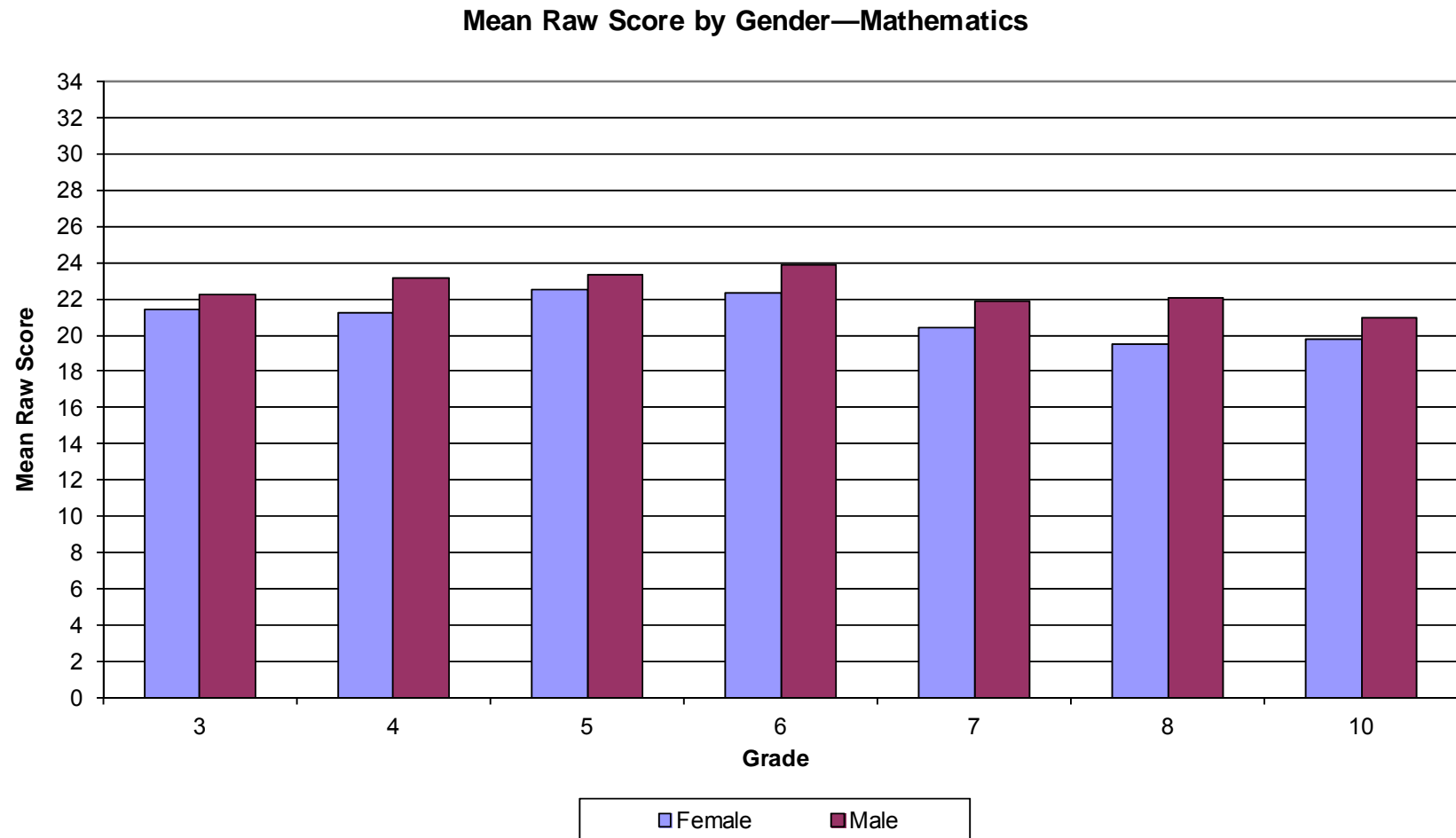
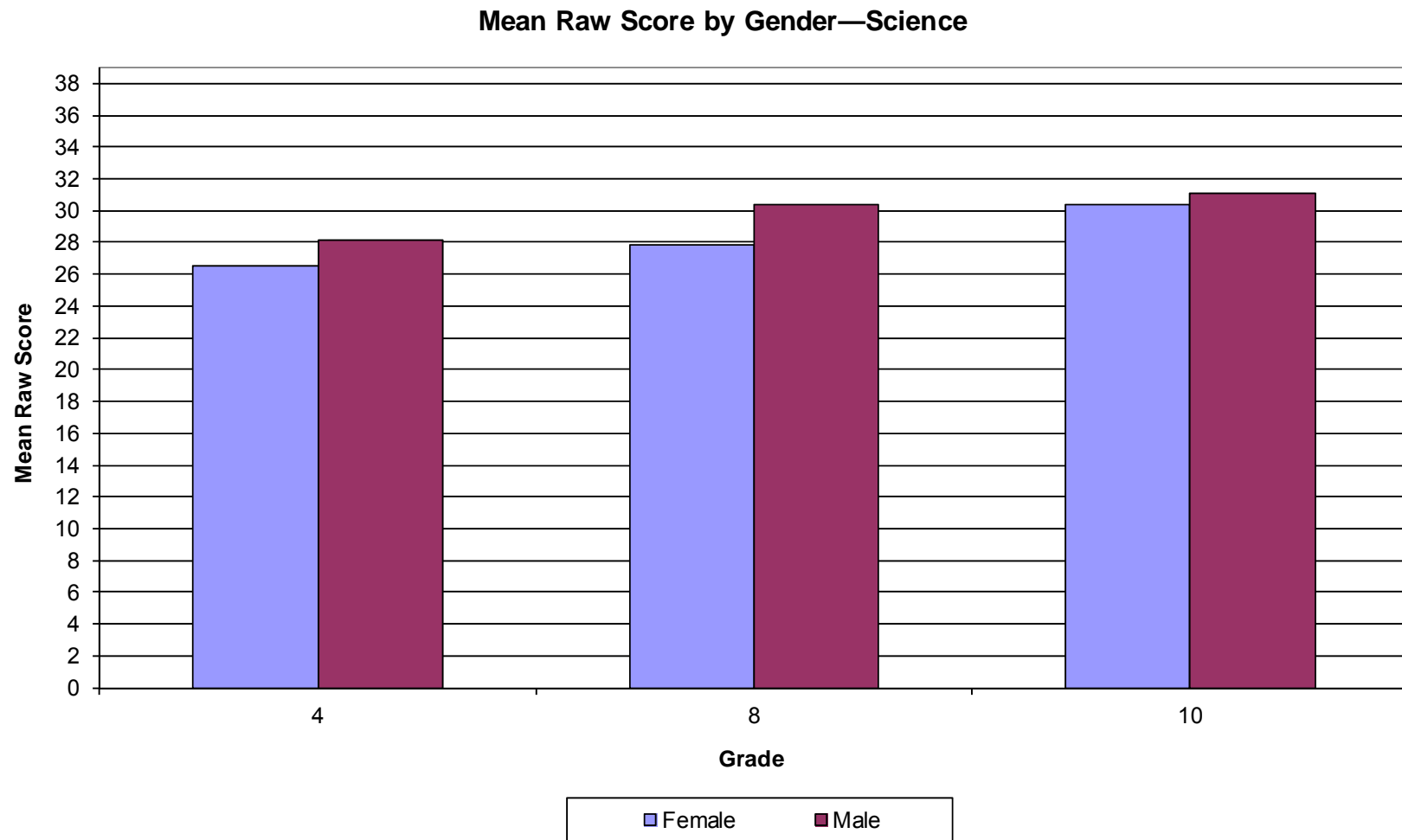
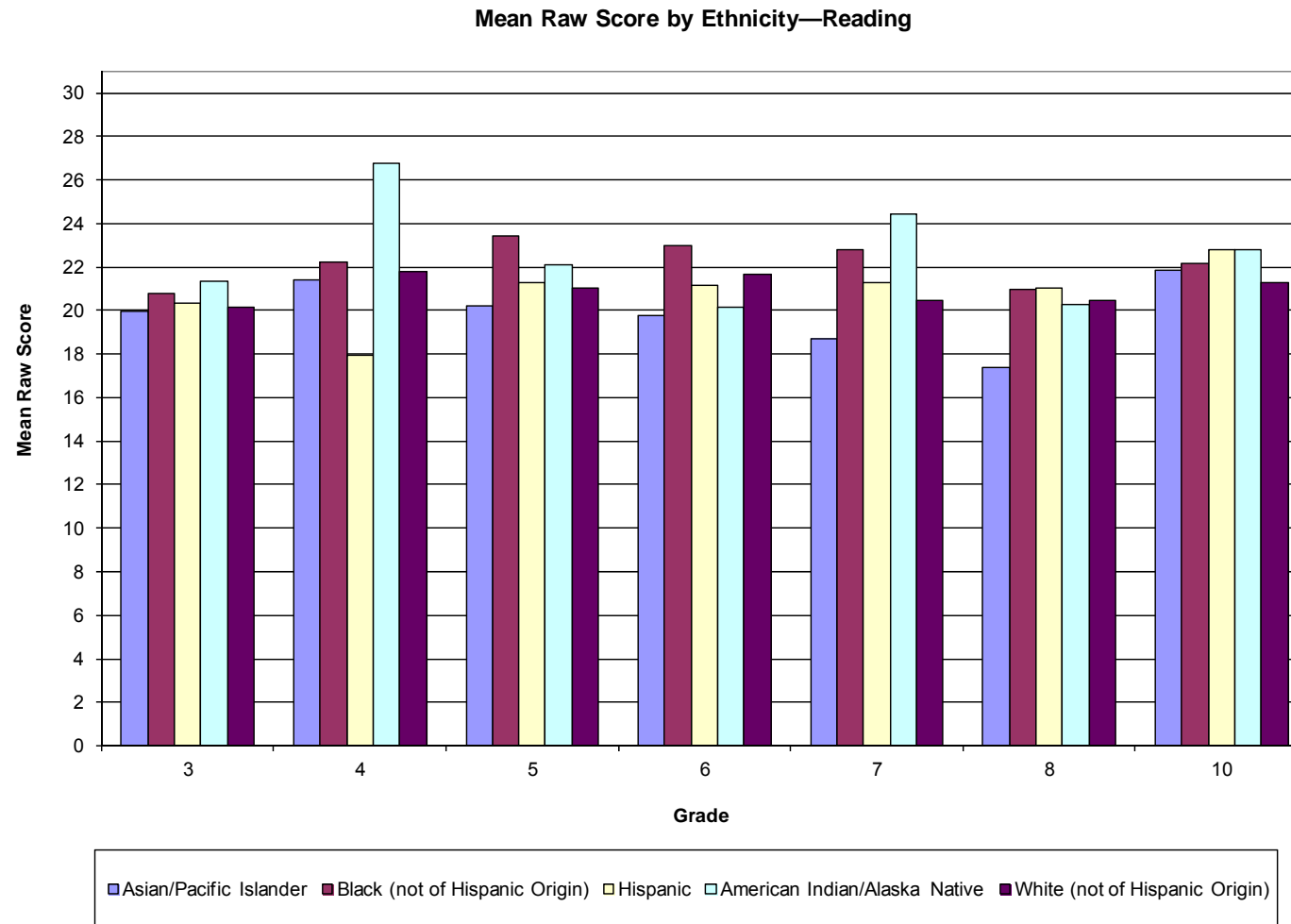
Figure 7. Mean Raw Score by Gender—Mathematics

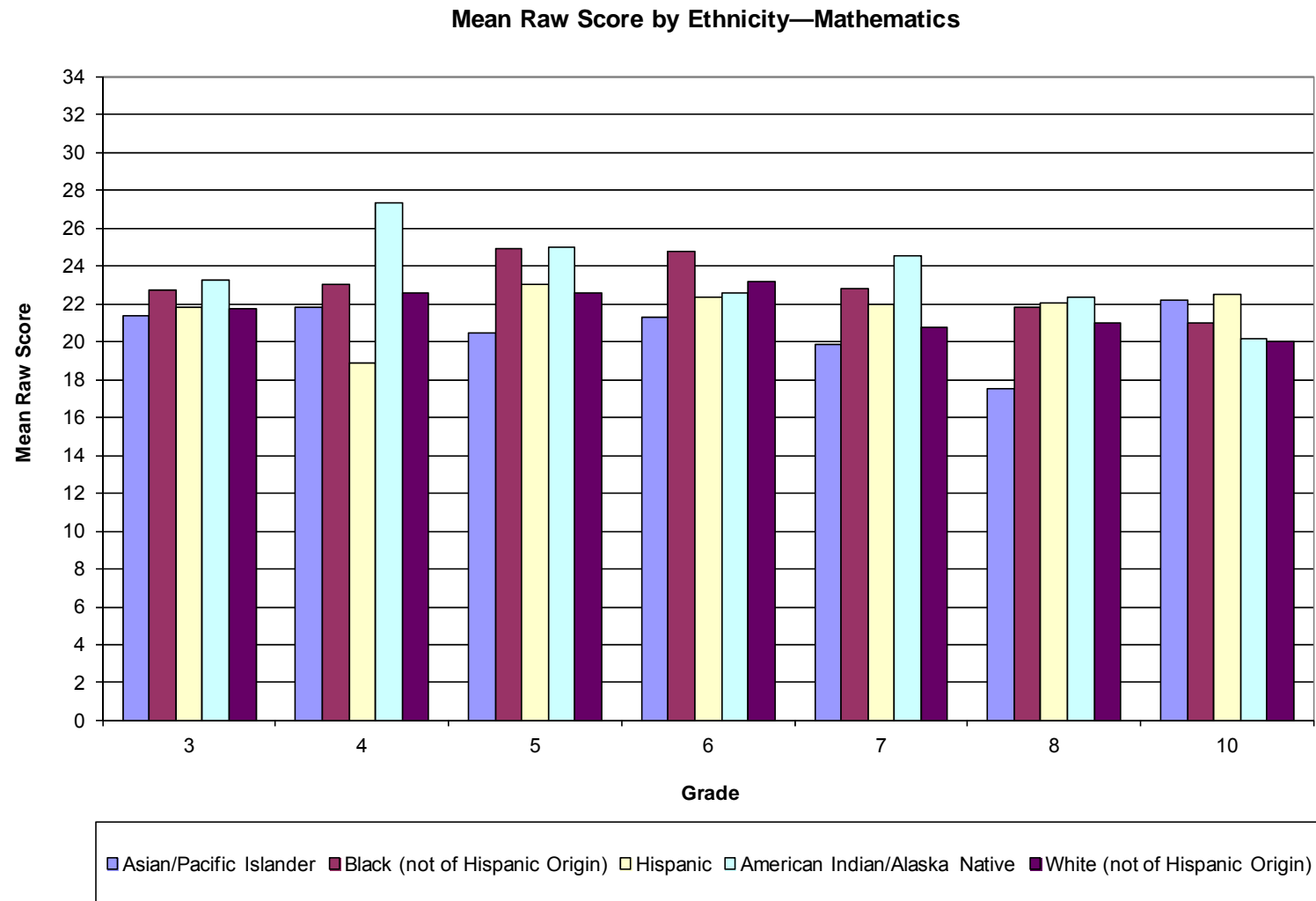
Figure 8. Mean Raw Score by Gender—Science

Science grade 4 has a maximum possible score of 37.

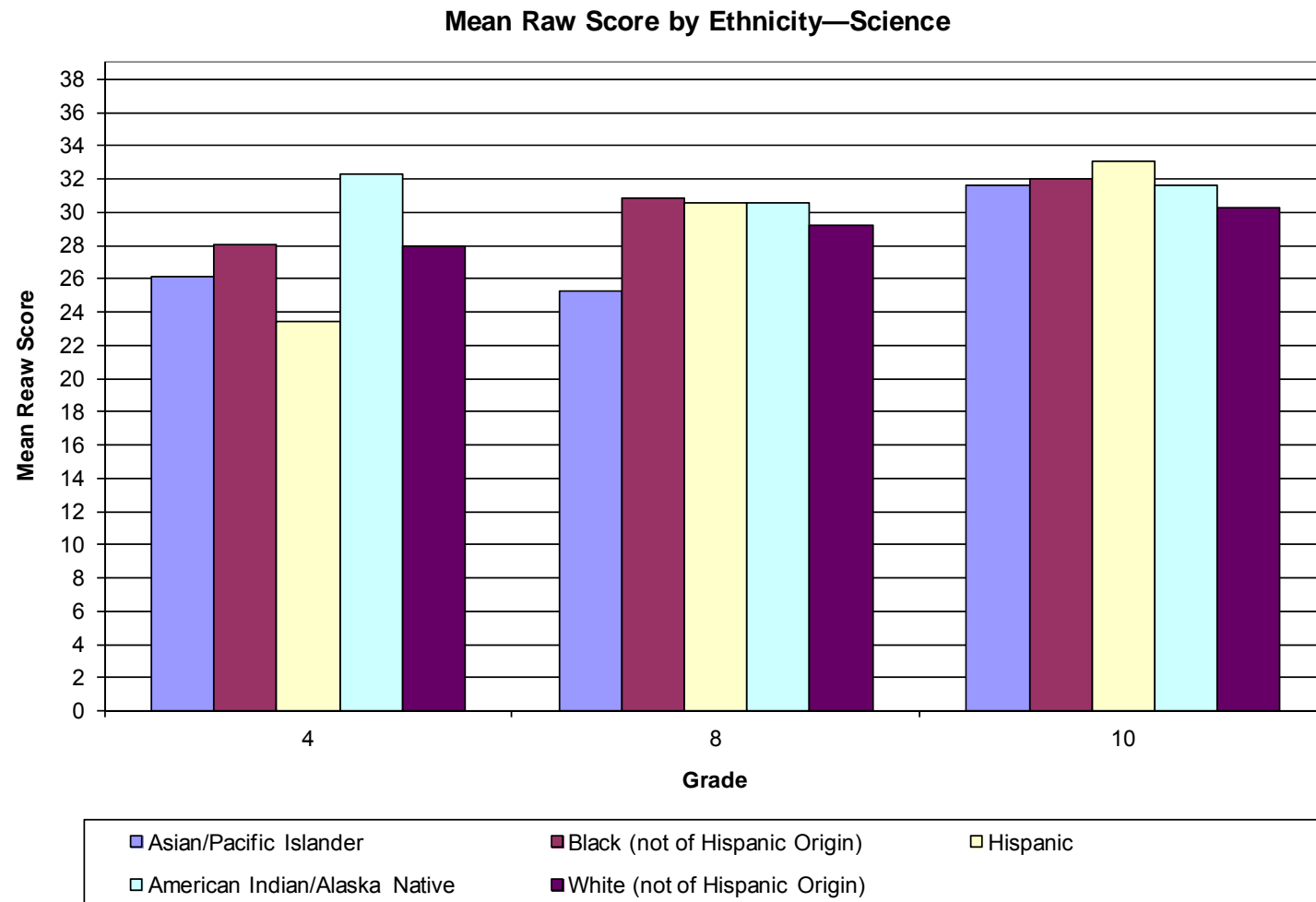
Figure 9. Mean Raw Score by Ethnicity—Reading

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Reading grade 7 has a maximum possible score of 31.

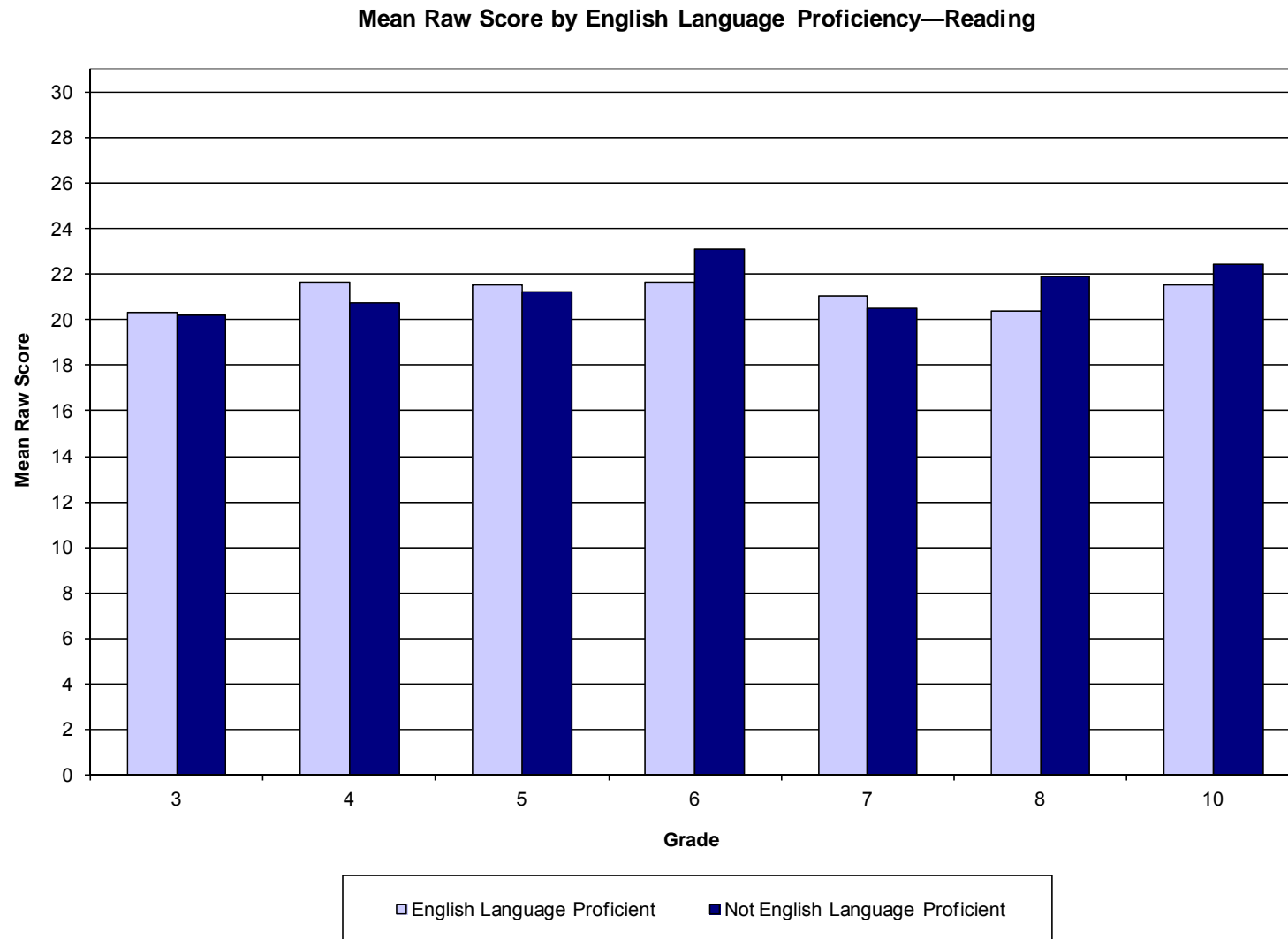
Figure 10. Mean Raw Score by Ethnicity—Mathematics

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Figure 11. Mean Raw Score by Ethnicity—Science

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Science grade 4 has a maximum possible score of 37.

Figure 12. Mean Raw Score by English Language Proficiency—Reading

Reading grade 7 has a maximum possible score of 31.

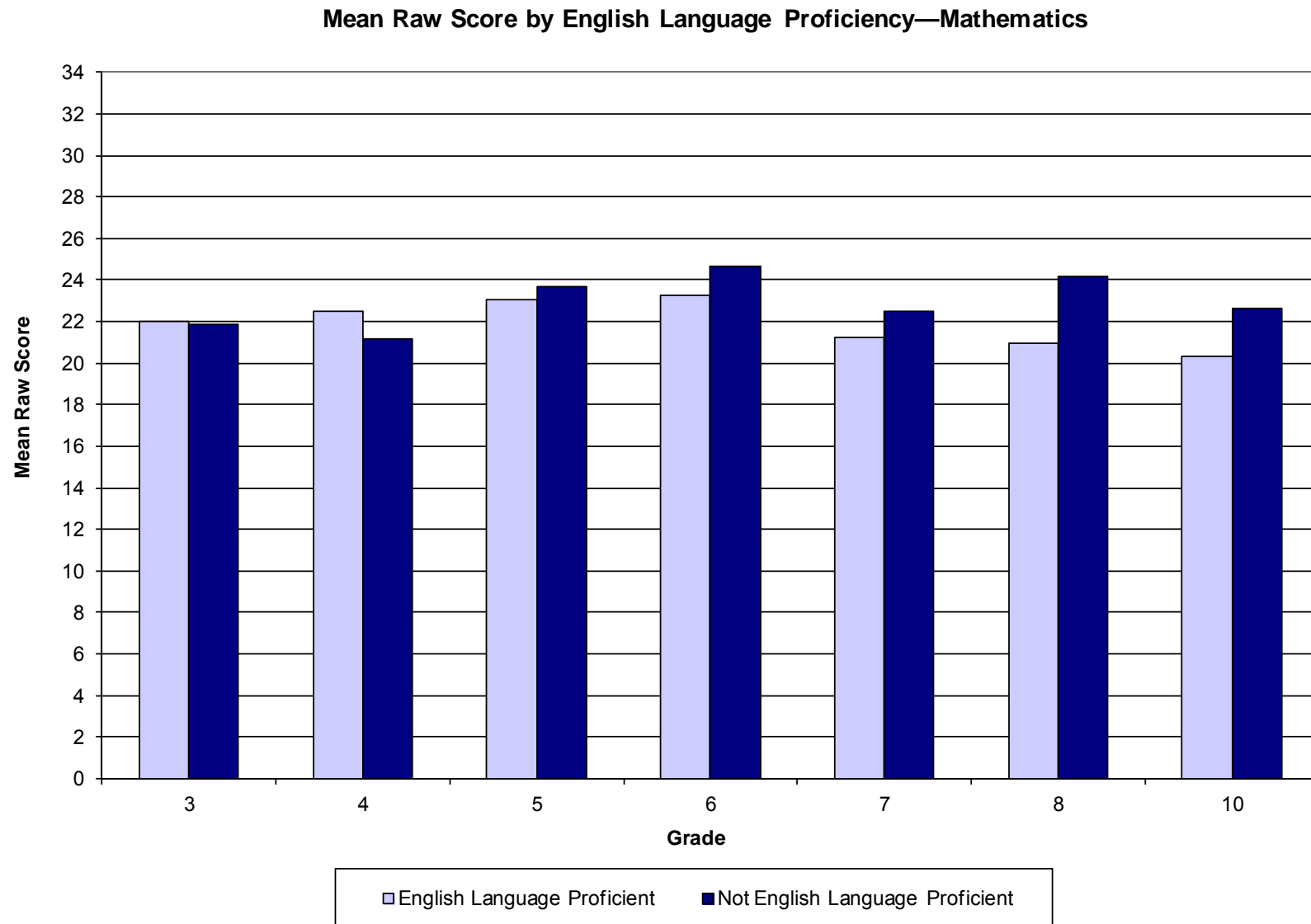
Figure 13. Mean Raw Score by English Language Proficiency—Mathematics

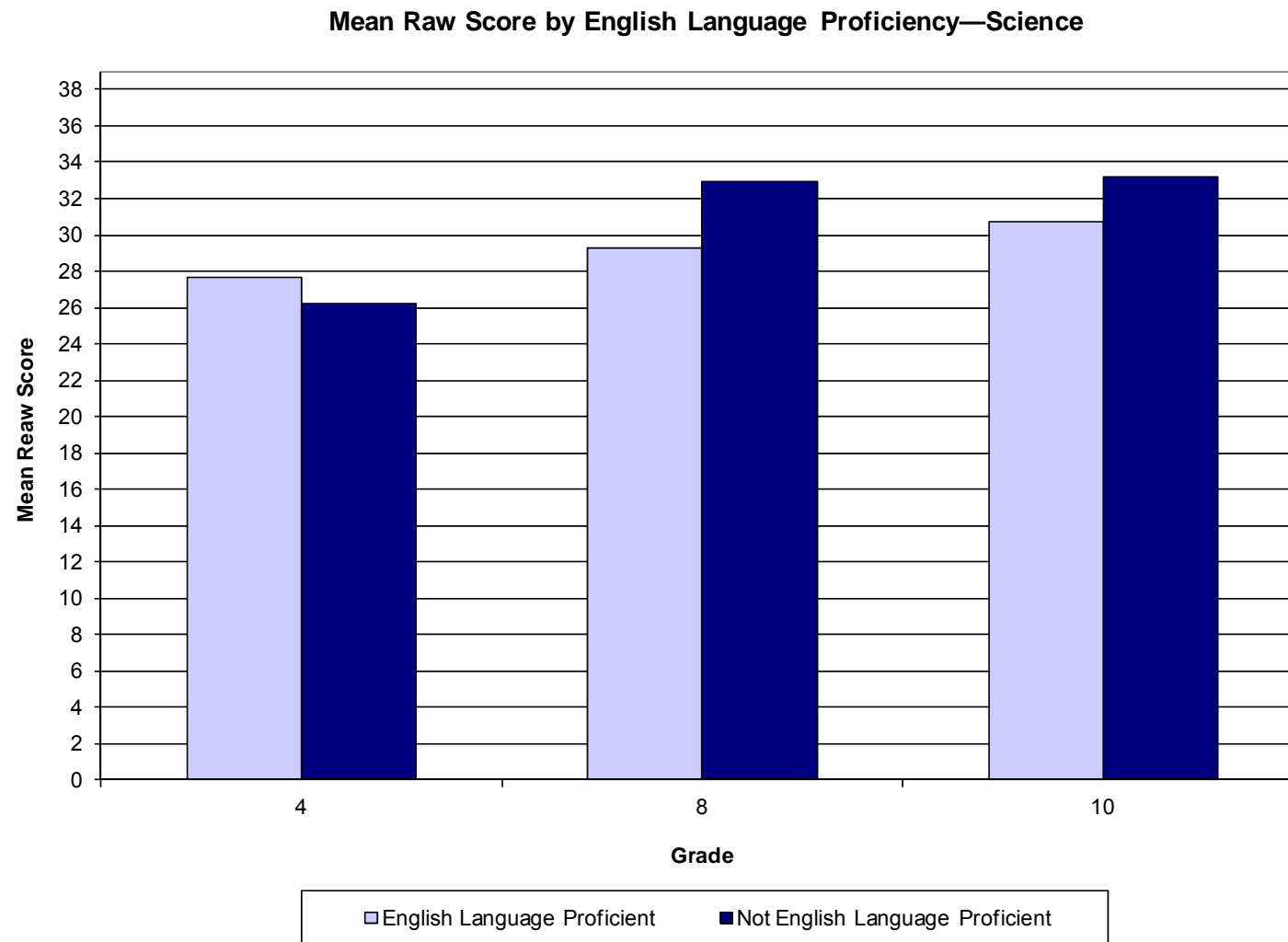
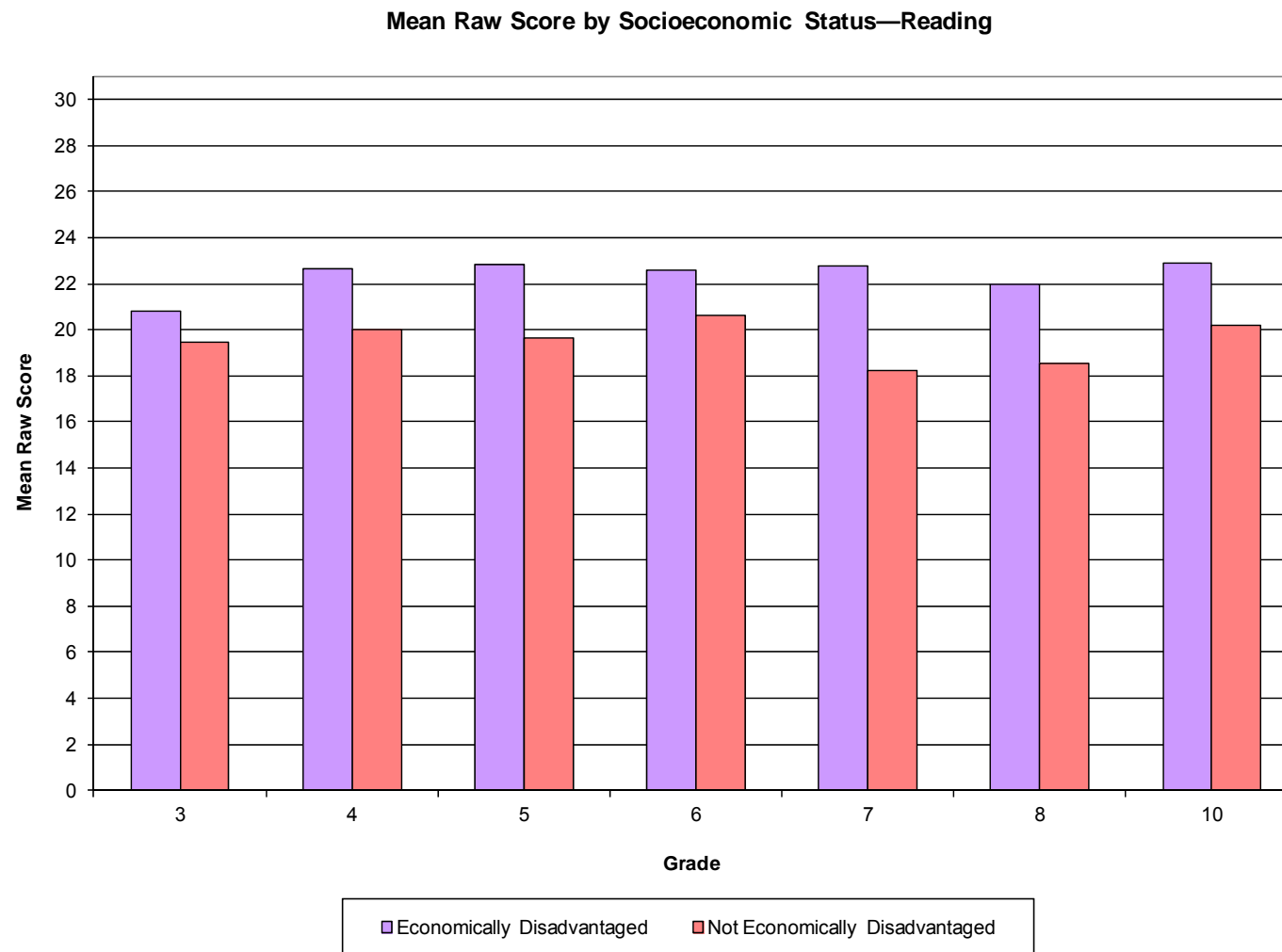
Figure 14. Mean Raw Score by English Language Proficiency—Science

Figure 15. Mean Raw Score by Socioeconomic Status—Reading

Reading grade 7 has a maximum possible score of 31.

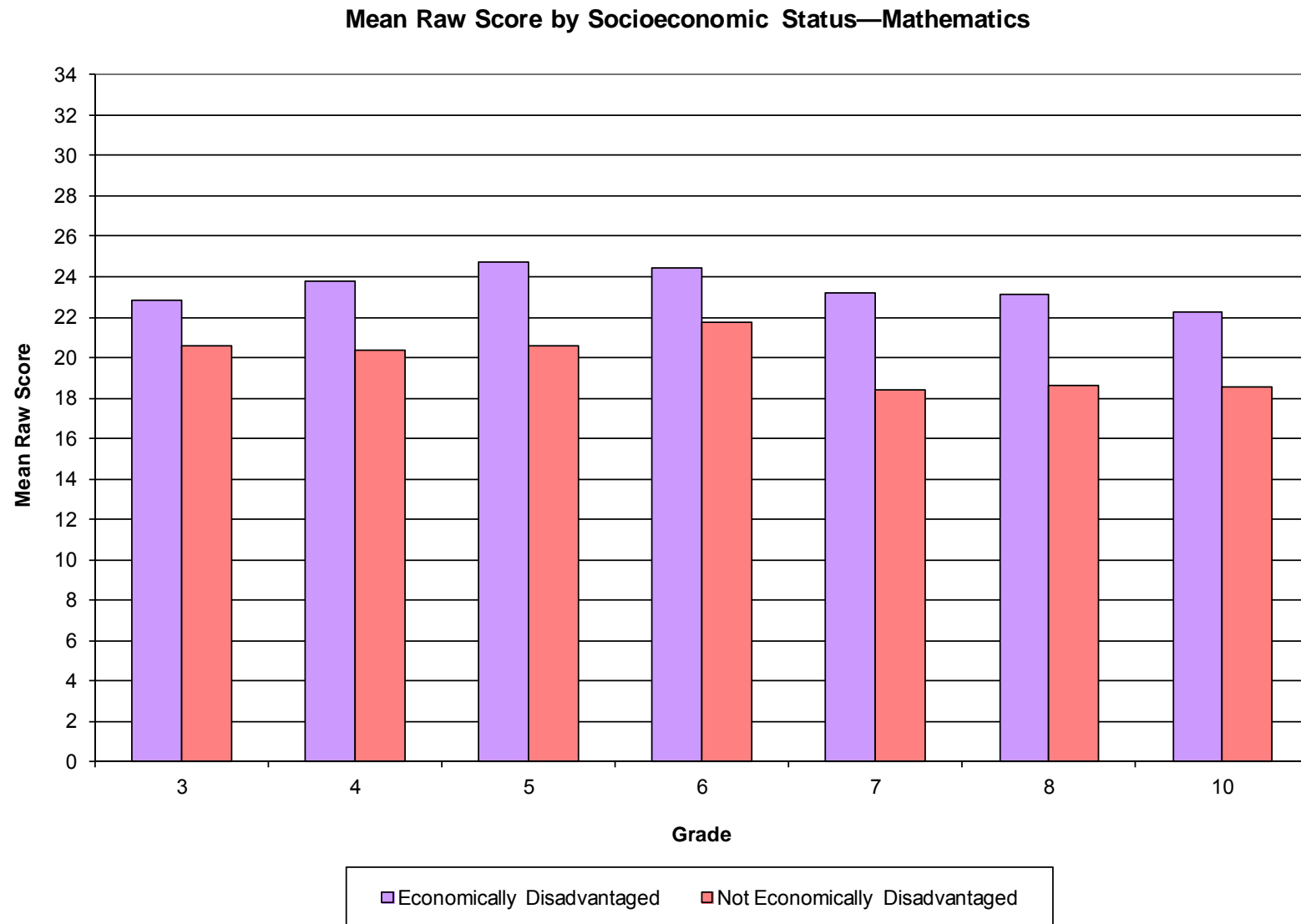
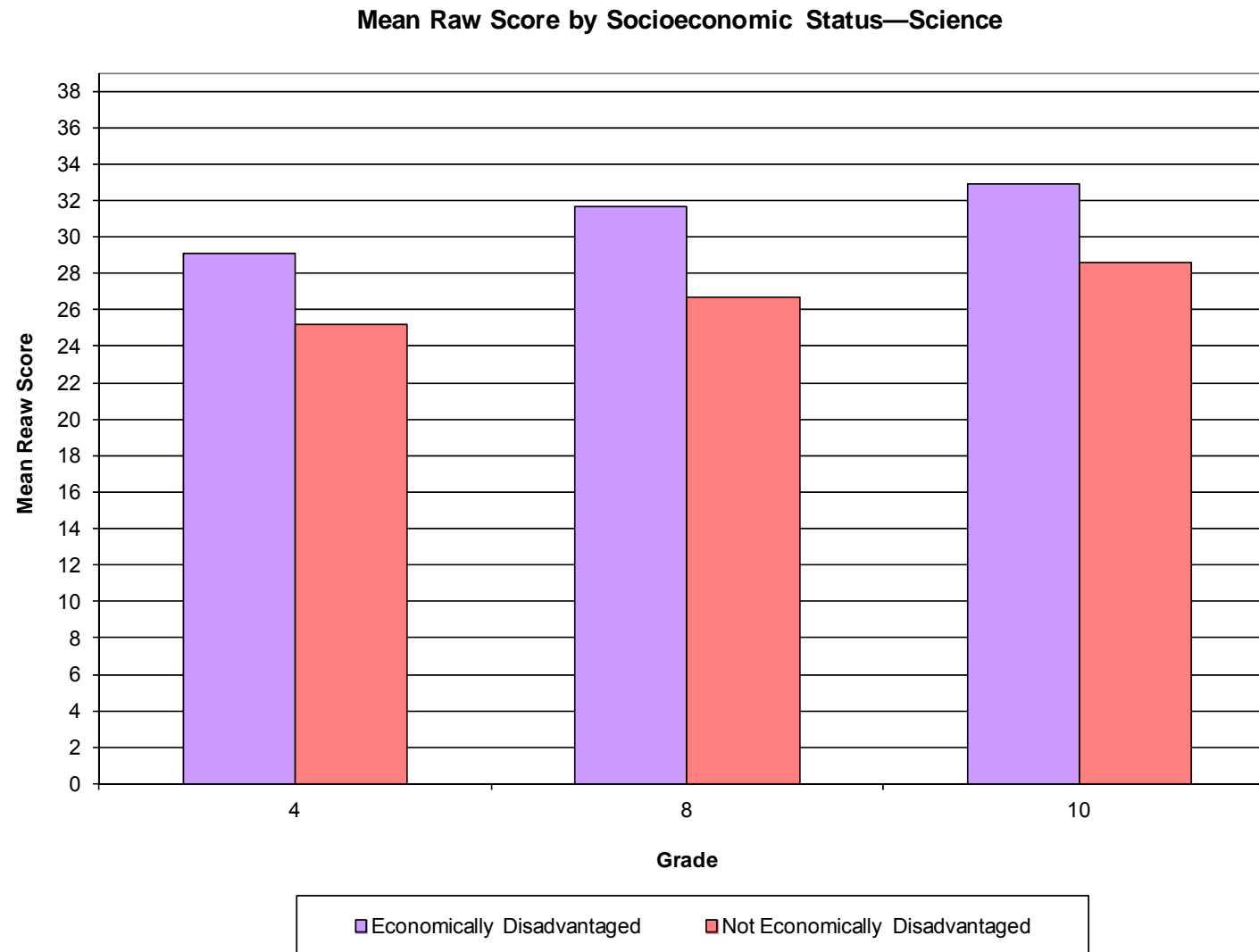
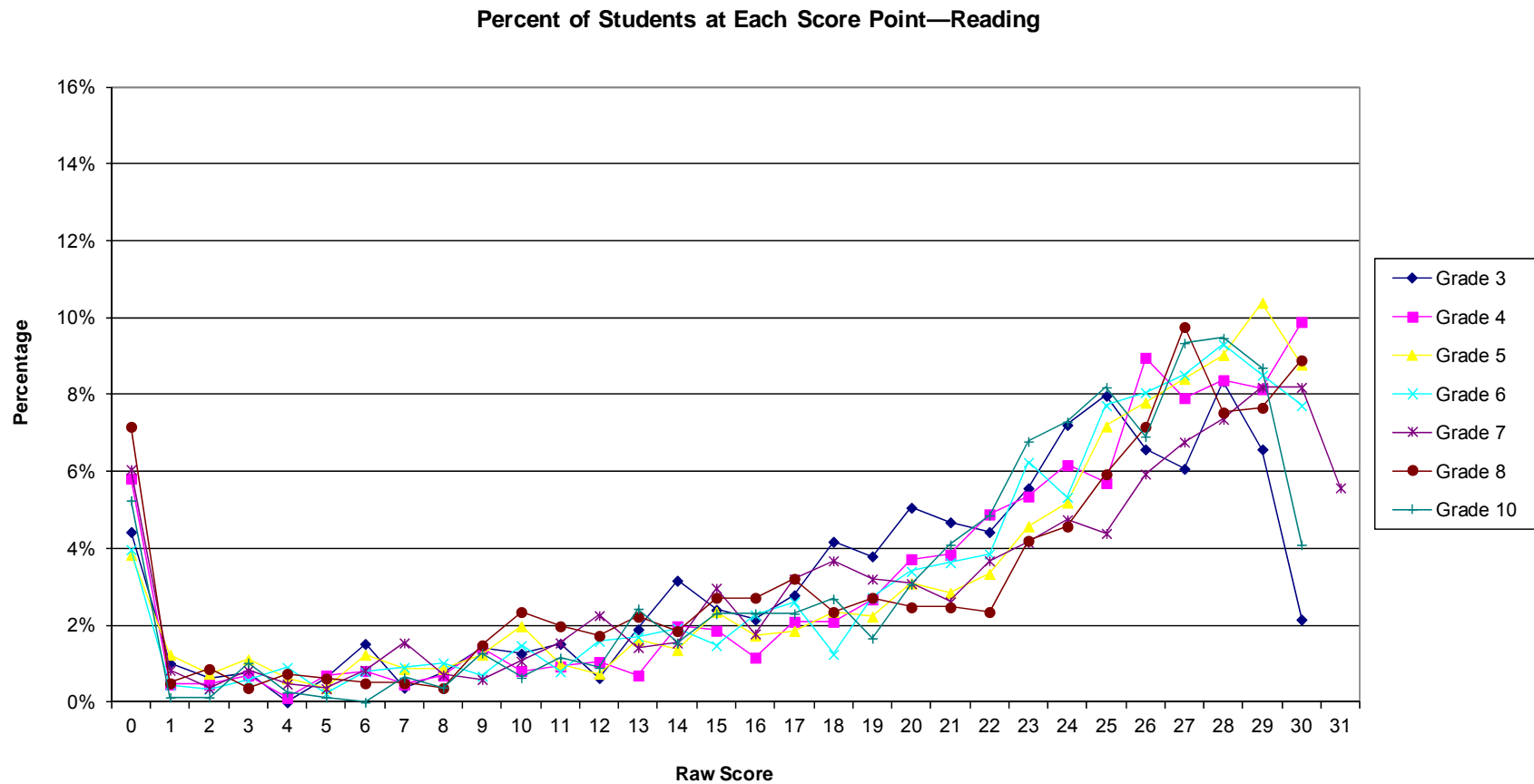
Figure 16. Mean Raw Score by Socioeconomic Status—Mathematics

Figure 17. Mean Raw Score by Socioeconomic Status—Science

Science grade 4 has a maximum possible score of 37.

Figure 18. Percent of Students at Each Score Point—Reading

Reading grade 7 has a maximum possible score of 31.

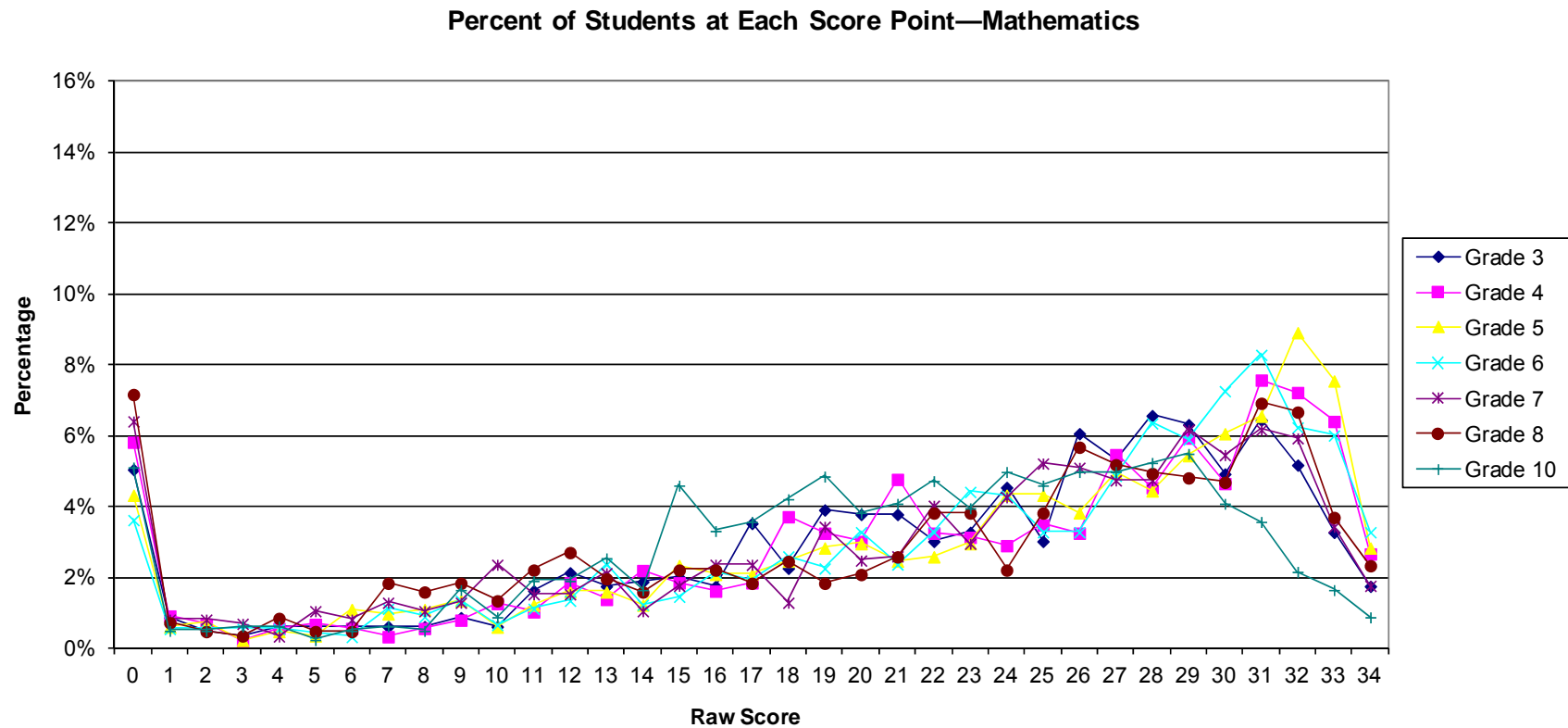
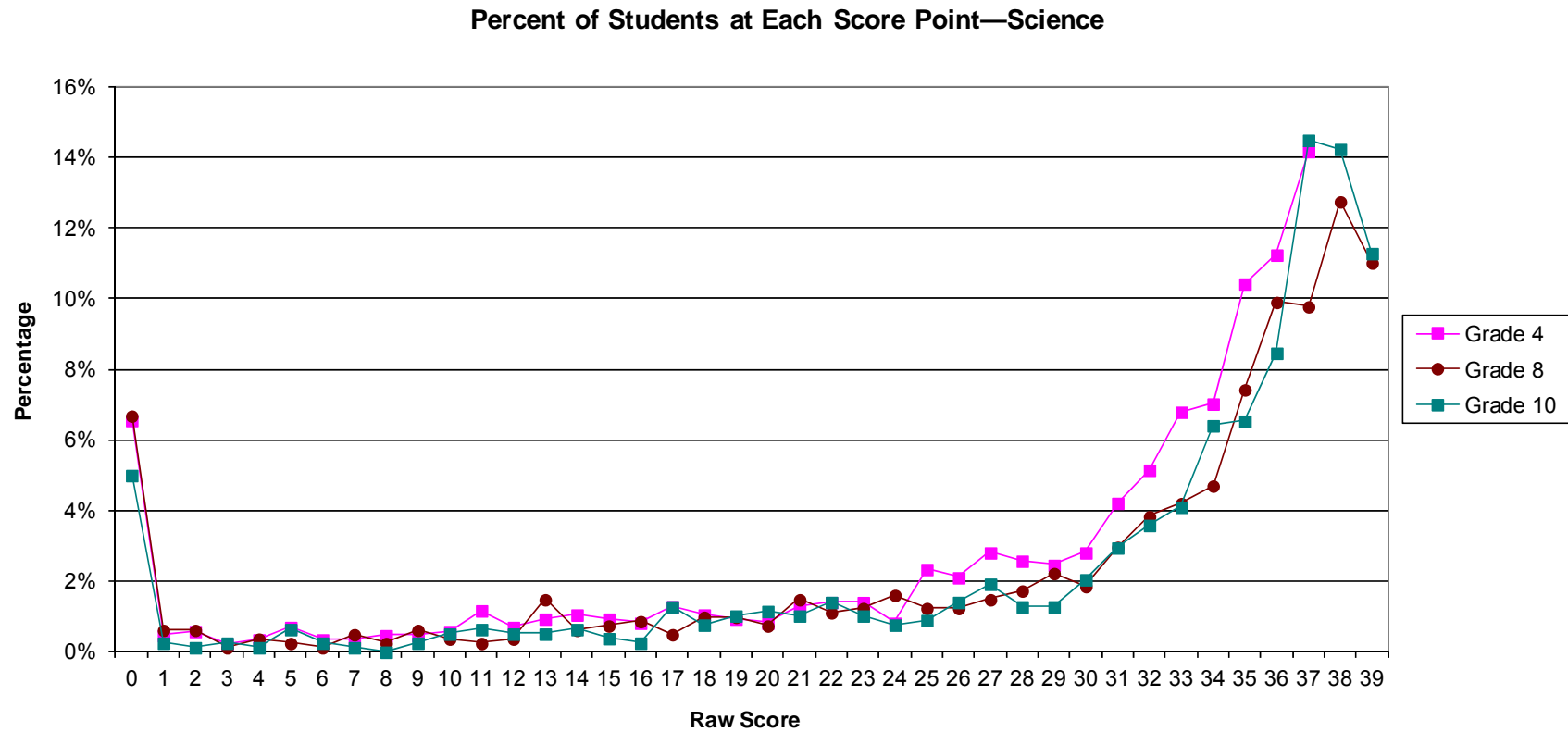
Figure 19. Percent of Students at Each Score Point—Mathematics

Figure 20. Percent of Students at Each Score Point—Science

Science grade 4 has a maximum possible score of 37.

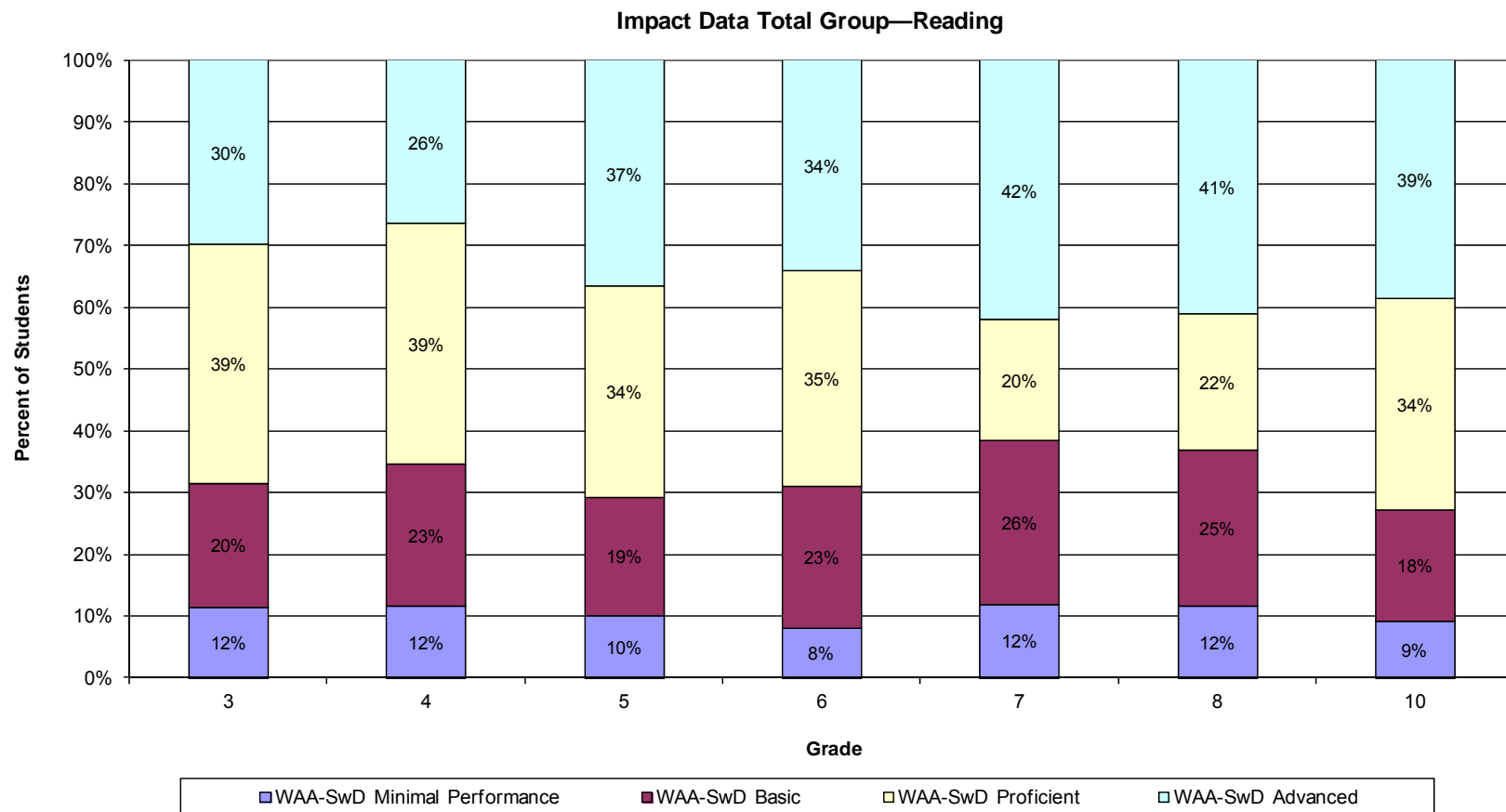
Figure 21. Impact Data Total Group—Reading

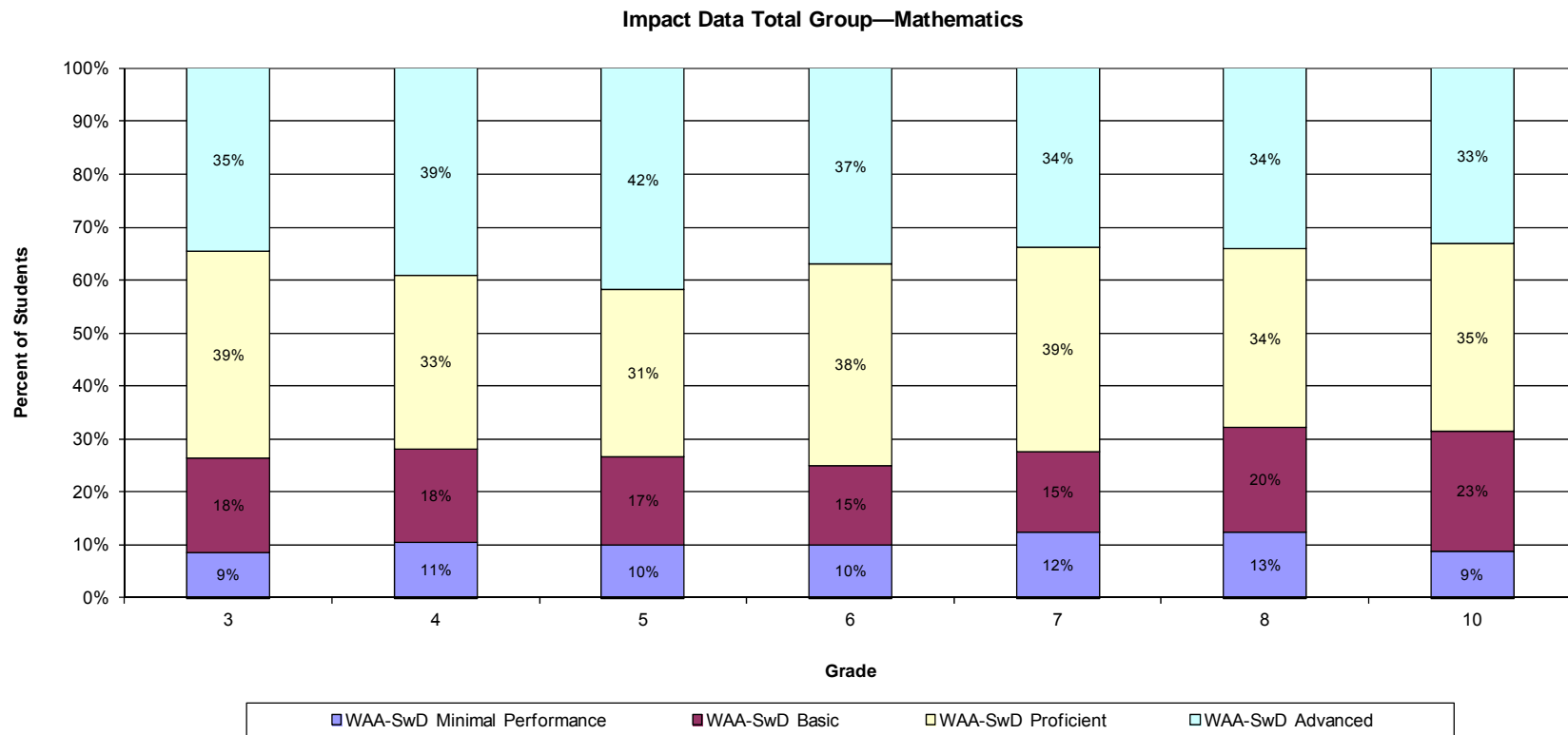
Figure 22. Impact Data Total Group—Mathematics

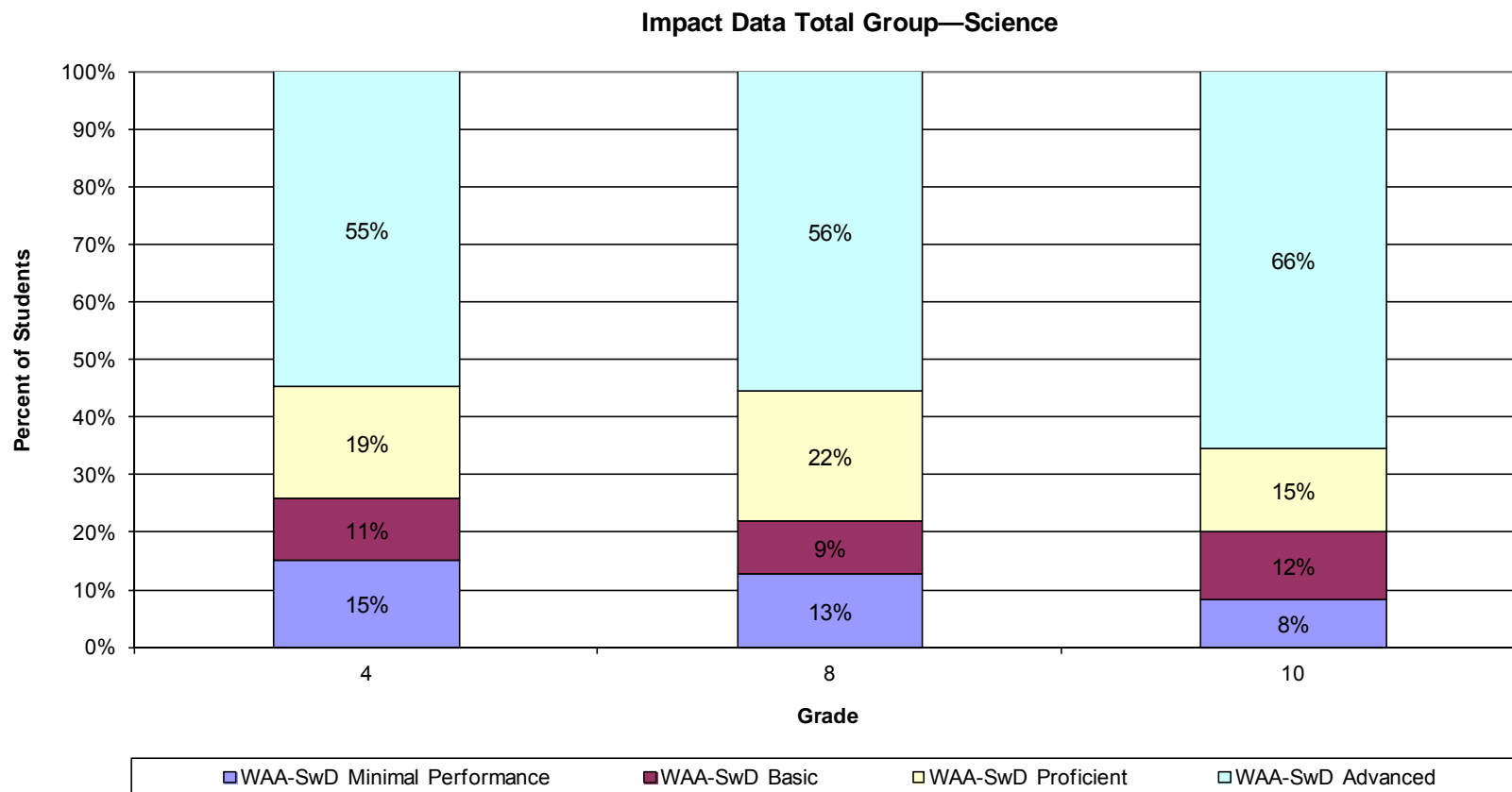
Figure 23. Impact Data Total Group—Science

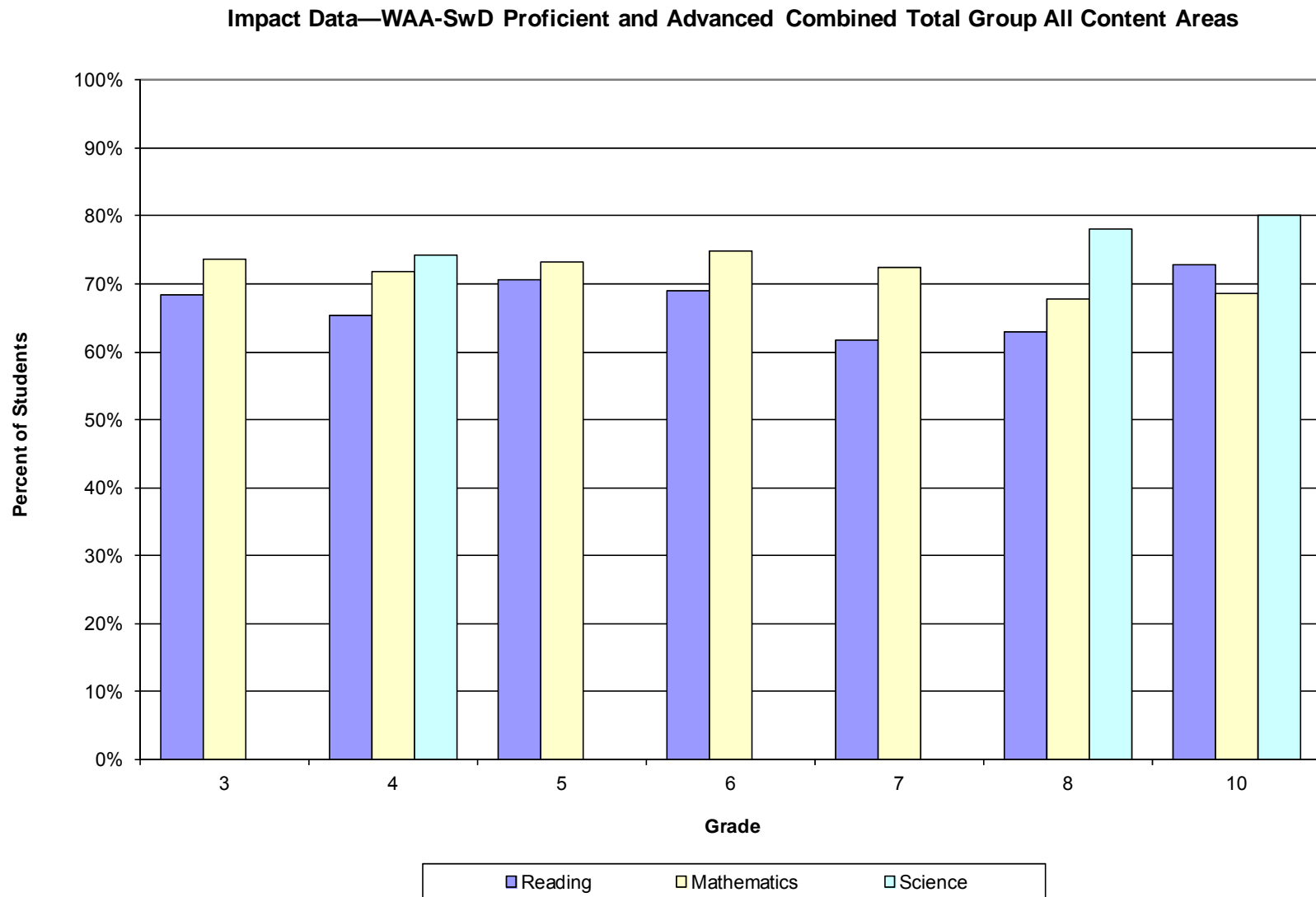
Figure 24. Impact Data—WAA-SwD Proficient and Advanced Combined for Total Group and All Content Areas

Figure 25. Total Number of Students Participating in WAA-SwD Reading 2007–08, 2008–09, 2009–10, 2010–11, and 2011–12

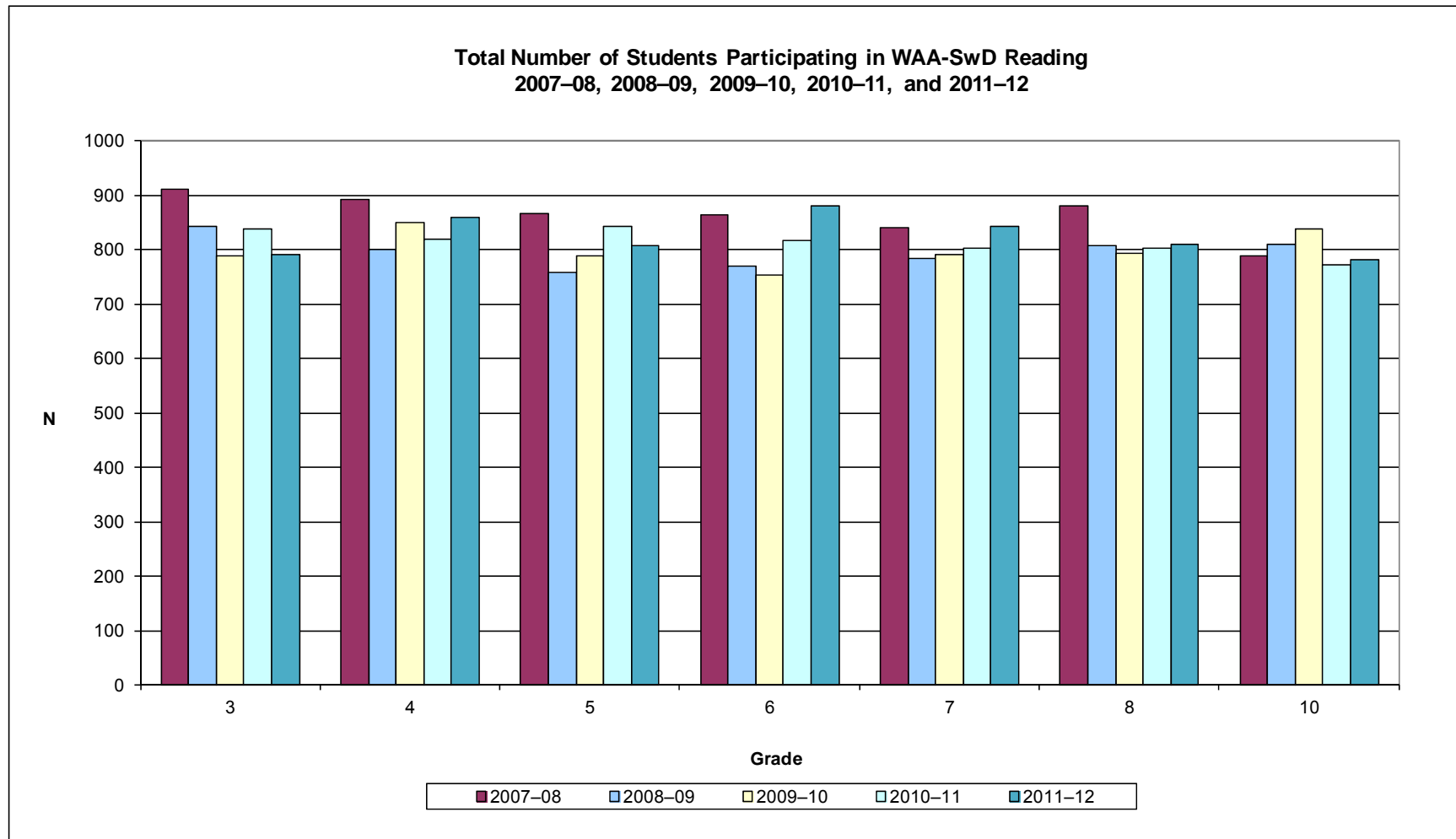


Figure 26. Total Number of Students Participating in WAA-SwD Mathematics 2007–08, 2008–09, 2009–10, 2010–11, and 2011–12

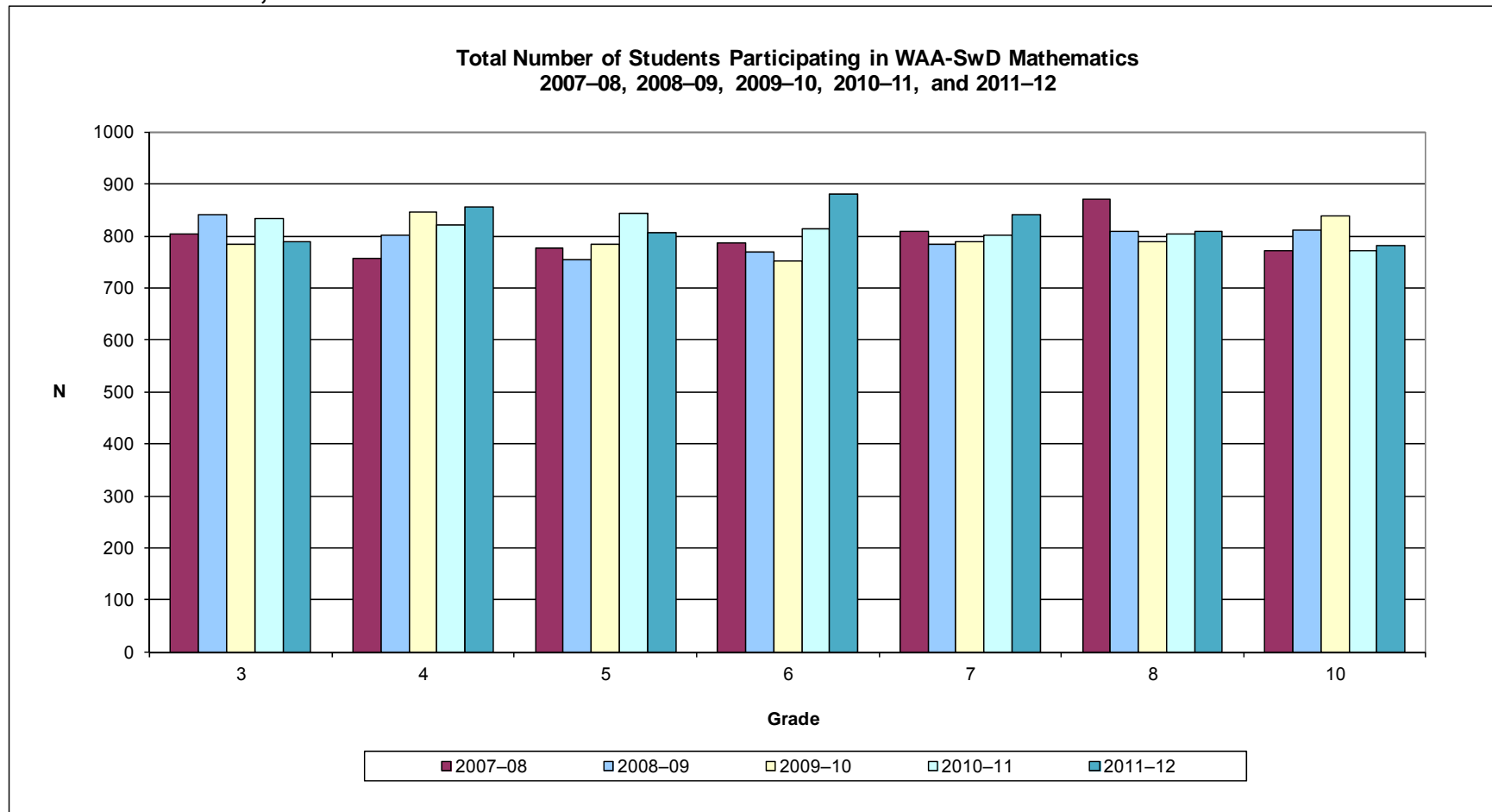


Figure 27. Total Number of Students Participating in WAA-SwD Science 2007–08, 2008–09, 2009–10, 2010–11, and 2011–12

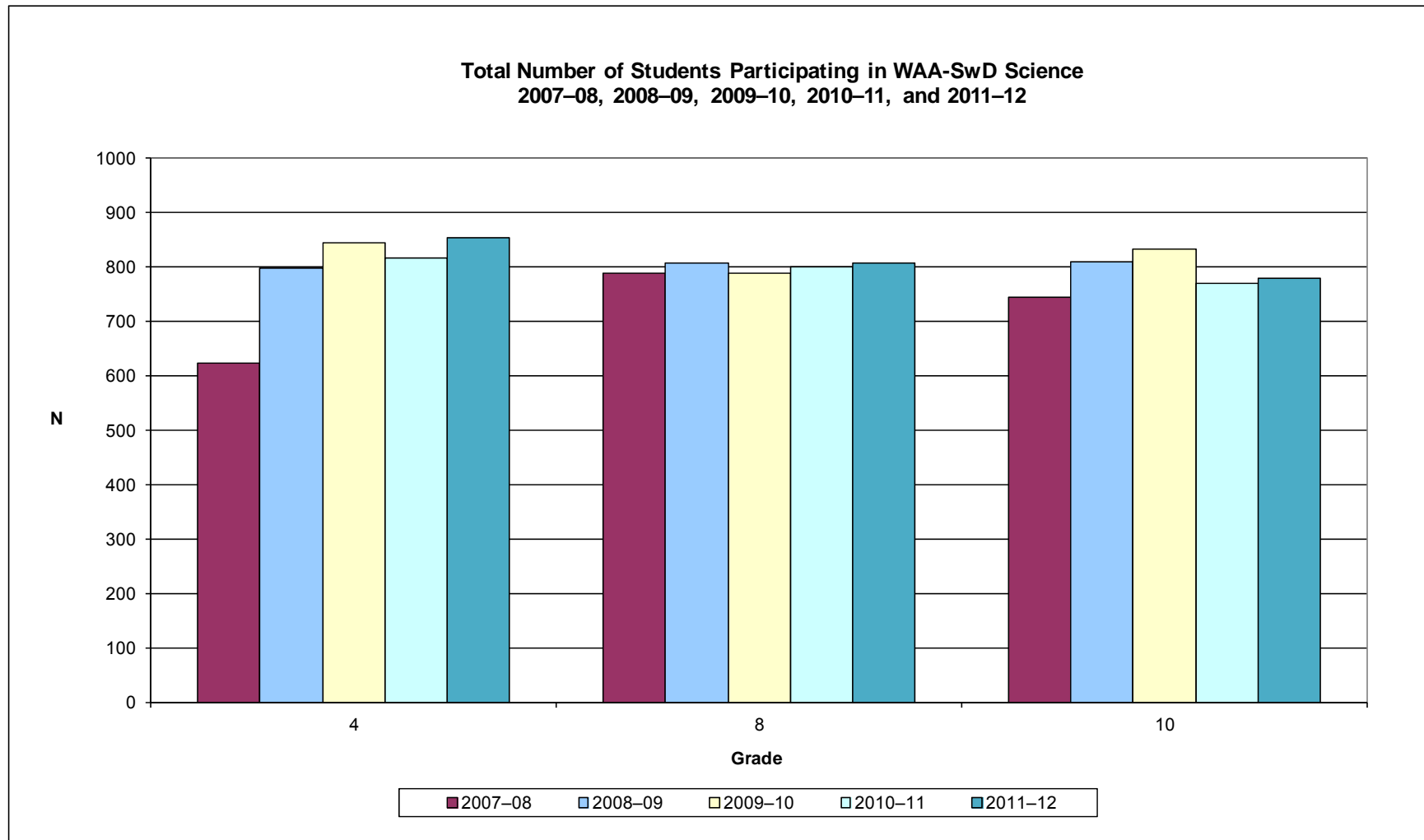
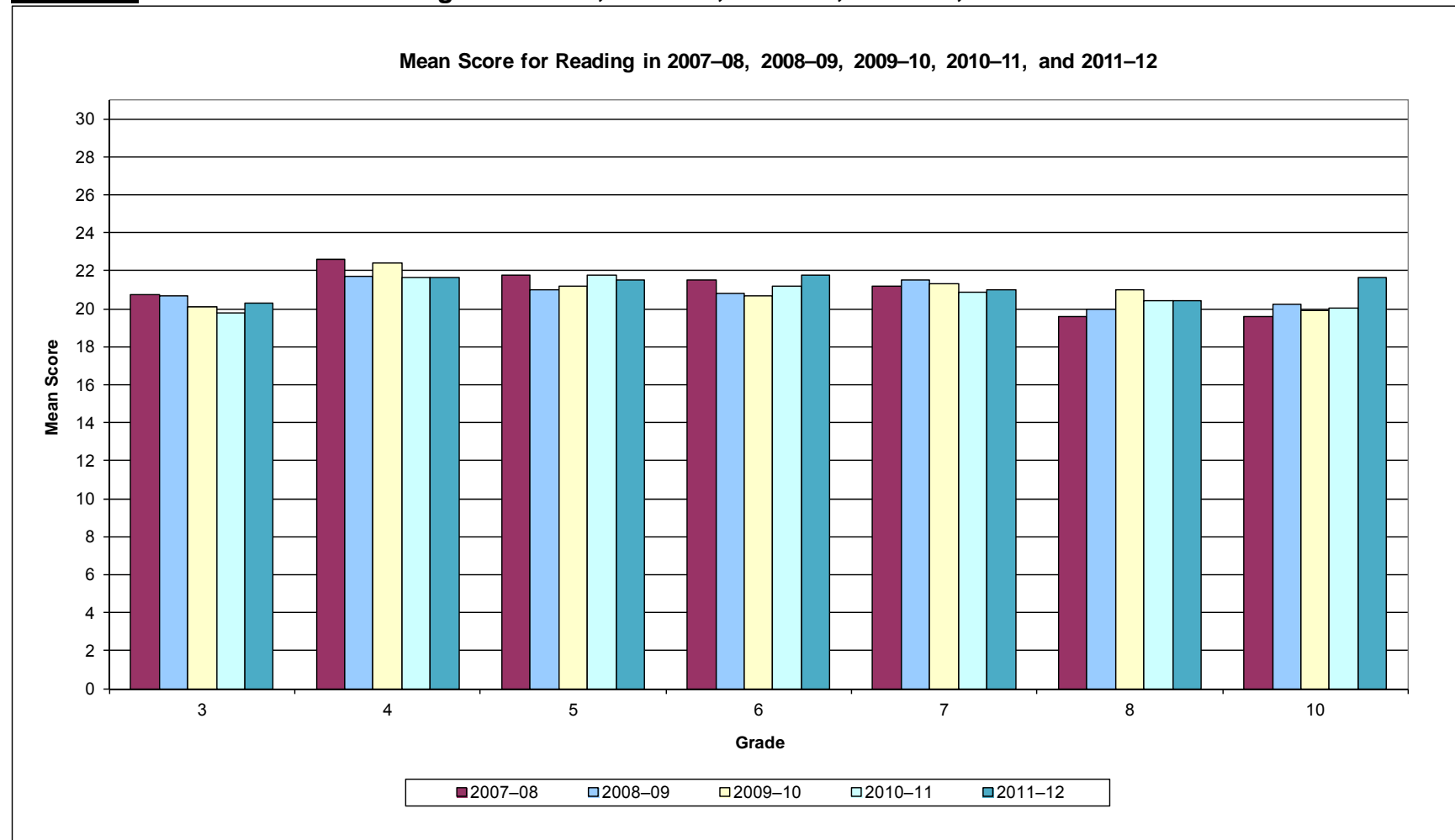


Figure 28. Mean Score for Reading in 2007–08, 2008–09, 2009–10, 2010–11, and 2011–12

Reading grade 7 has a maximum possible score of 31.

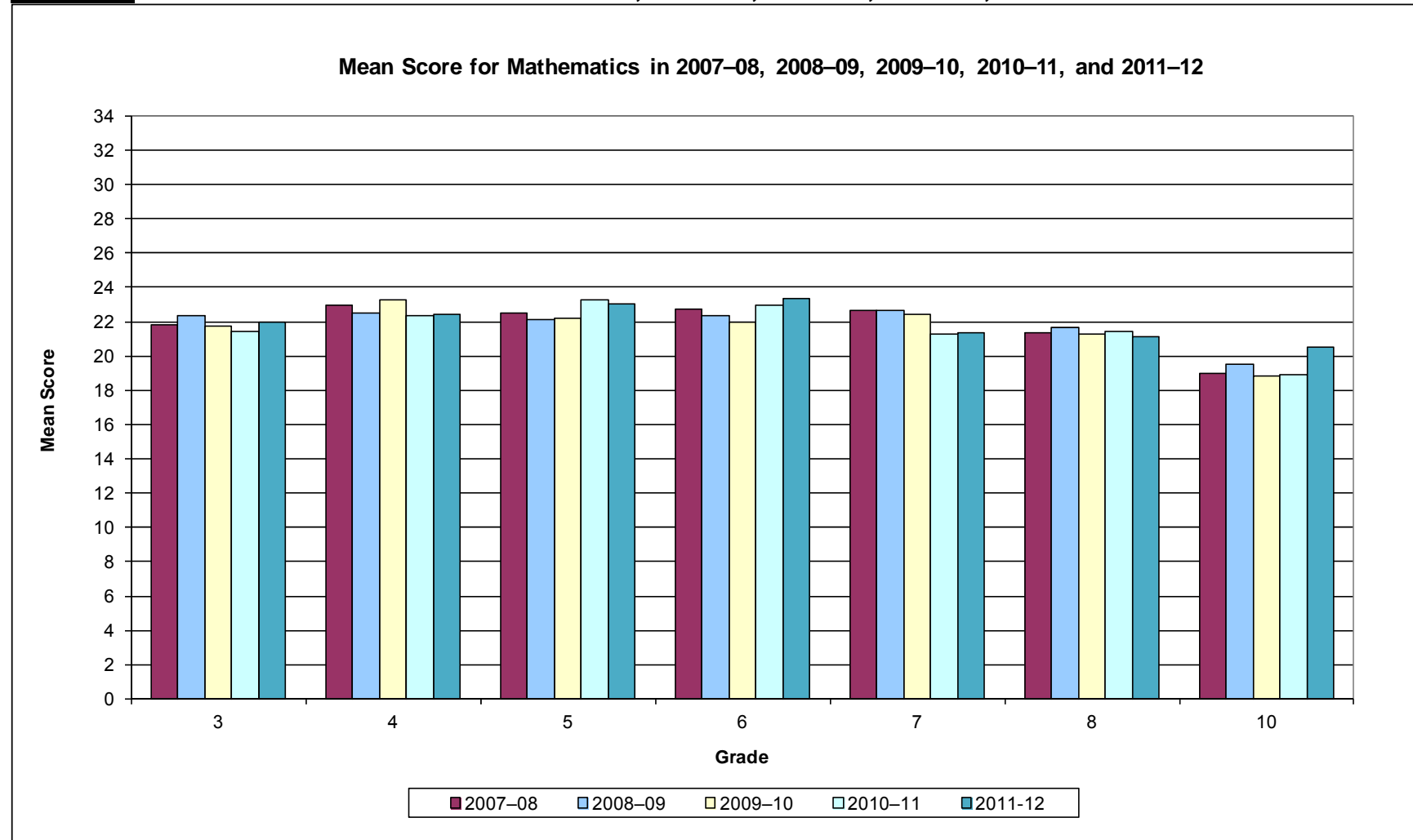
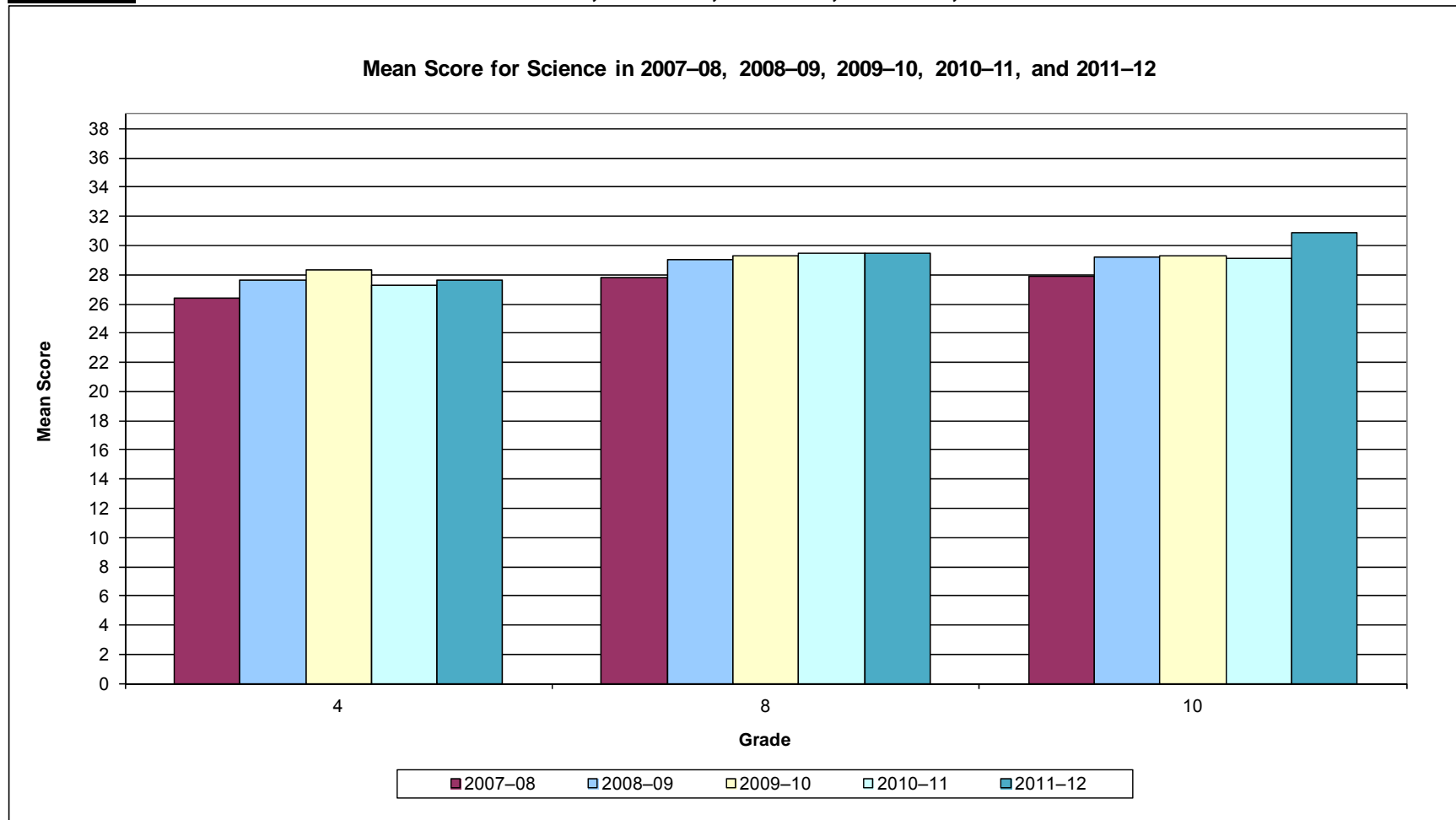
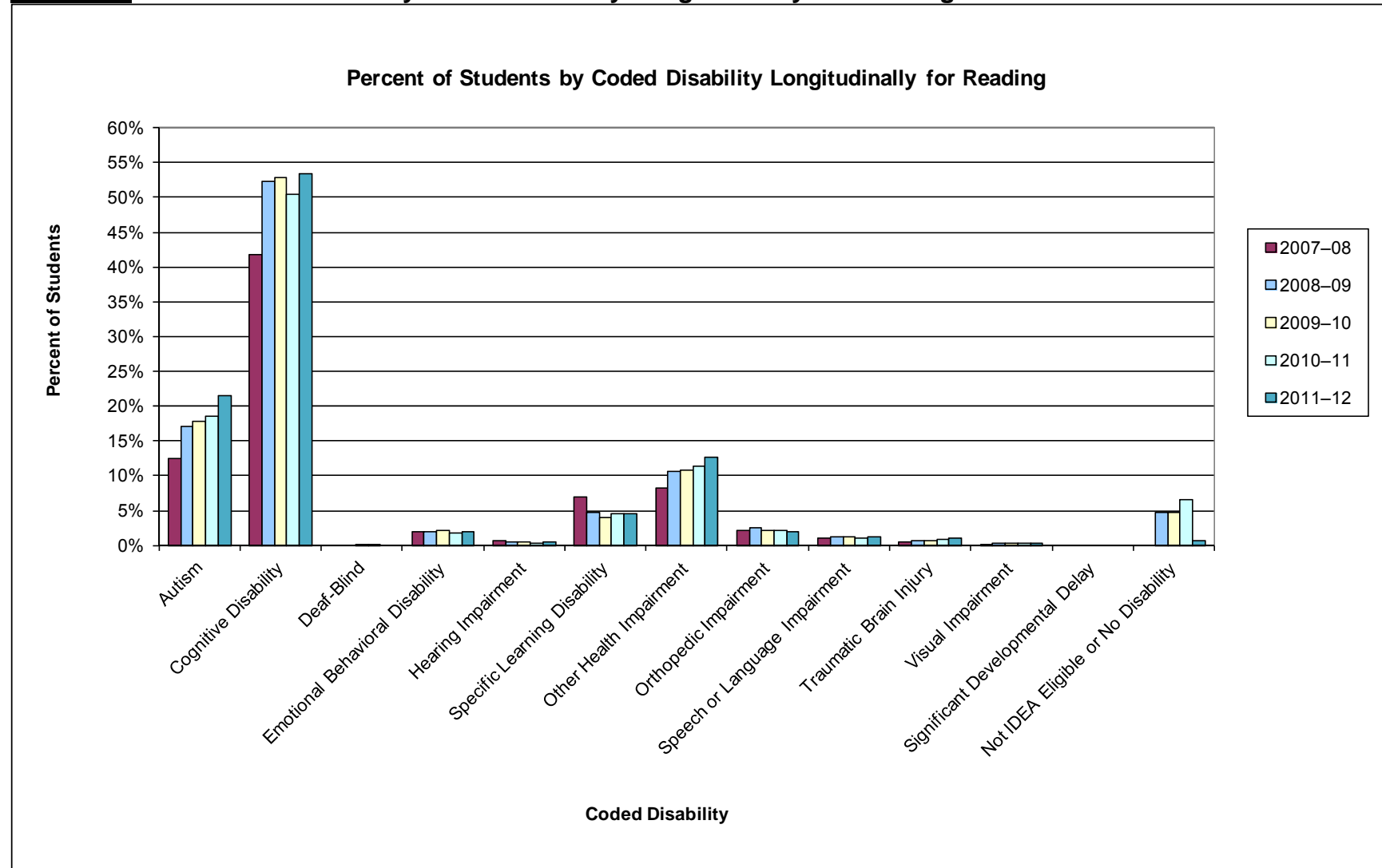
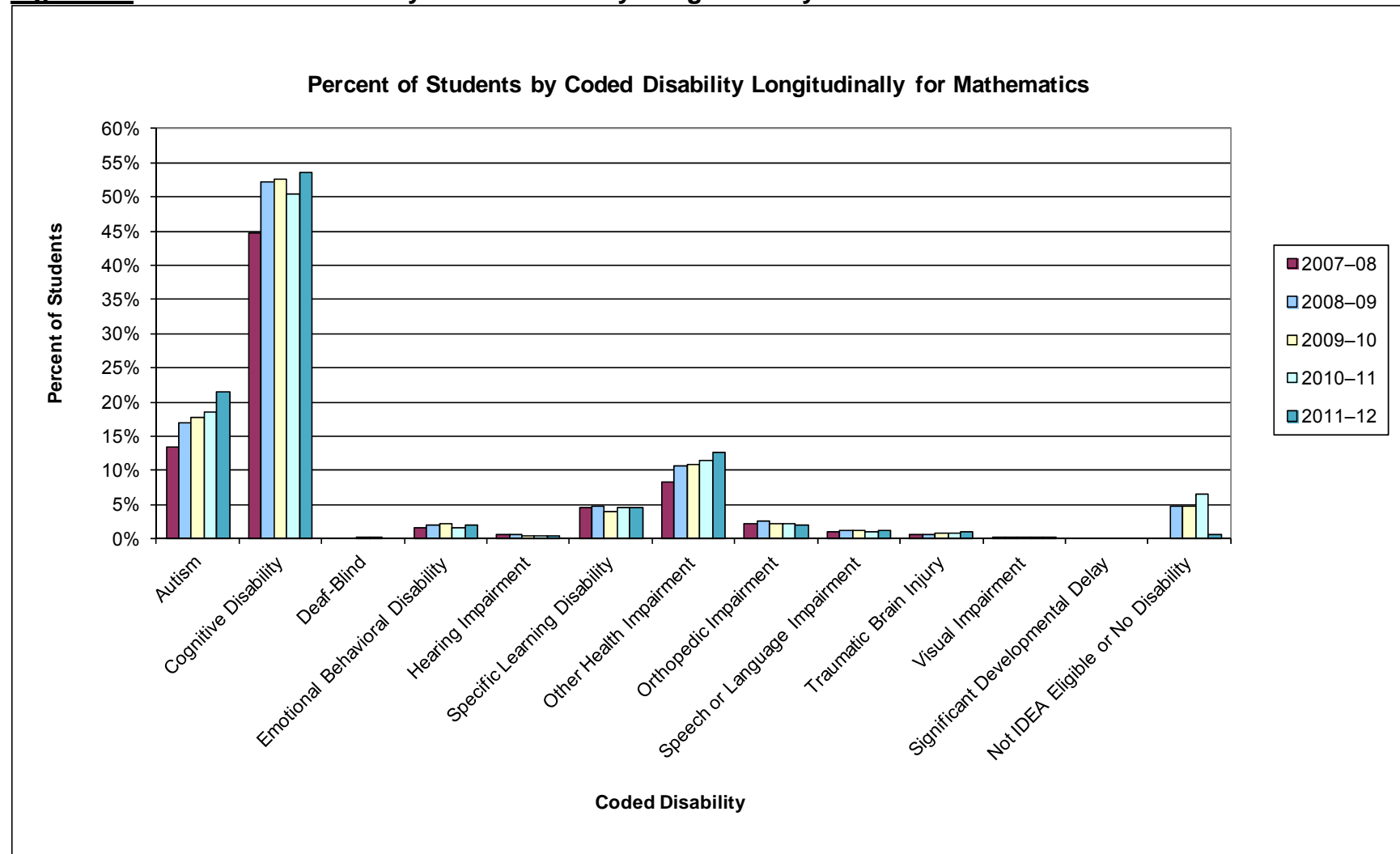
Figure 29. Mean Score for Mathematics in 2007–08, 2008–09, 2009–10, 2010–11, and 2011–12

Figure 30. Mean Score for Science in 2007–08, 2008–09, 2009–10, 2010–11, and 2011–12

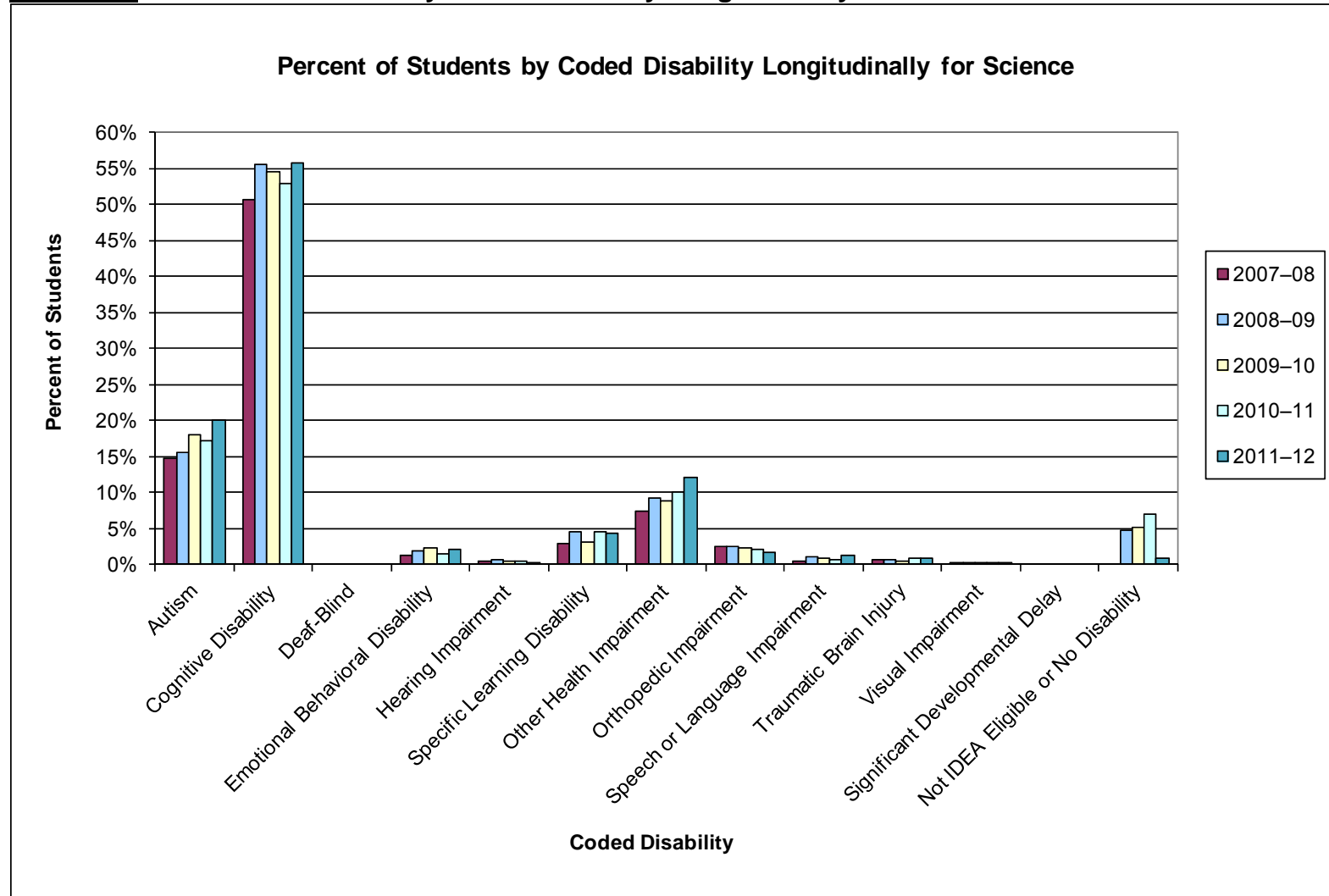
Science grade 4 has a maximum possible score of 37.

Figure 31. Percent of Students by Coded Disability Longitudinally for Reading

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Figure 32. Percent of Students by Coded Disability Longitudinally for Mathematics

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Figure 33. Percent of Students by Coded Disability Longitudinally for Science

Subgroups with fewer than 10 students have only sample sizes reported (no statistics are calculated or reported) in accordance with FERPA regulations. This rule is instituted throughout all tables, figures and reporting.

Appendix A
Wisconsin Alternate Assessment Participation Checklist

**WISCONSIN ALTERNATE ASSESSMENT
FOR STUDENTS WITH DISABILITIES (WAA-SwD)
PARTICIPATION CHECKLIST**
Form I-7-A (Rev. 9/07)

Student _____ Age _____ Date _____

Teacher _____ School _____

IEP teams are responsible for deciding whether students with disabilities will participate in the Wisconsin Knowledge and Concepts Examinations (WKCE), with or without testing accommodations, or in the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). IEP teams should address each of the following four criteria when considering an alternate assessment. (*Check all that apply*).

When the IEP team concurs that all four of the criteria below accurately characterize a student's current educational situation, an alternate assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

<i>Participation Criteria</i>	<i>YES</i>	<i>NO</i>
1. The student's curriculum and daily instruction focuses on knowledge and skills specified in the Extended Grade Band Standards.		
2. The student's present level of academic and functional performance significantly impedes participation and completion of the general education curriculum even with significant program modifications.		
3. The student requires extensive direct instruction to accomplish the acquisition, application, and transfer of knowledge and skills.		
4. The student's difficulty with the regular curriculum demands is primarily due to his/her disability, and not to excessive absences unrelated to the disability, or social, cultural, or environmental factors.		

ASSUMPTIONS:

- The IEP team has knowledge of the student's present level of academic achievement and functional performance in referenced to the Extended Grade Band Standards.
- The IEP team has working knowledge of the test format and what skills and knowledge are being measured by the statewide assessments.
- The IEP team is knowledgeable of state testing guidelines and the use of appropriate testing accommodations.

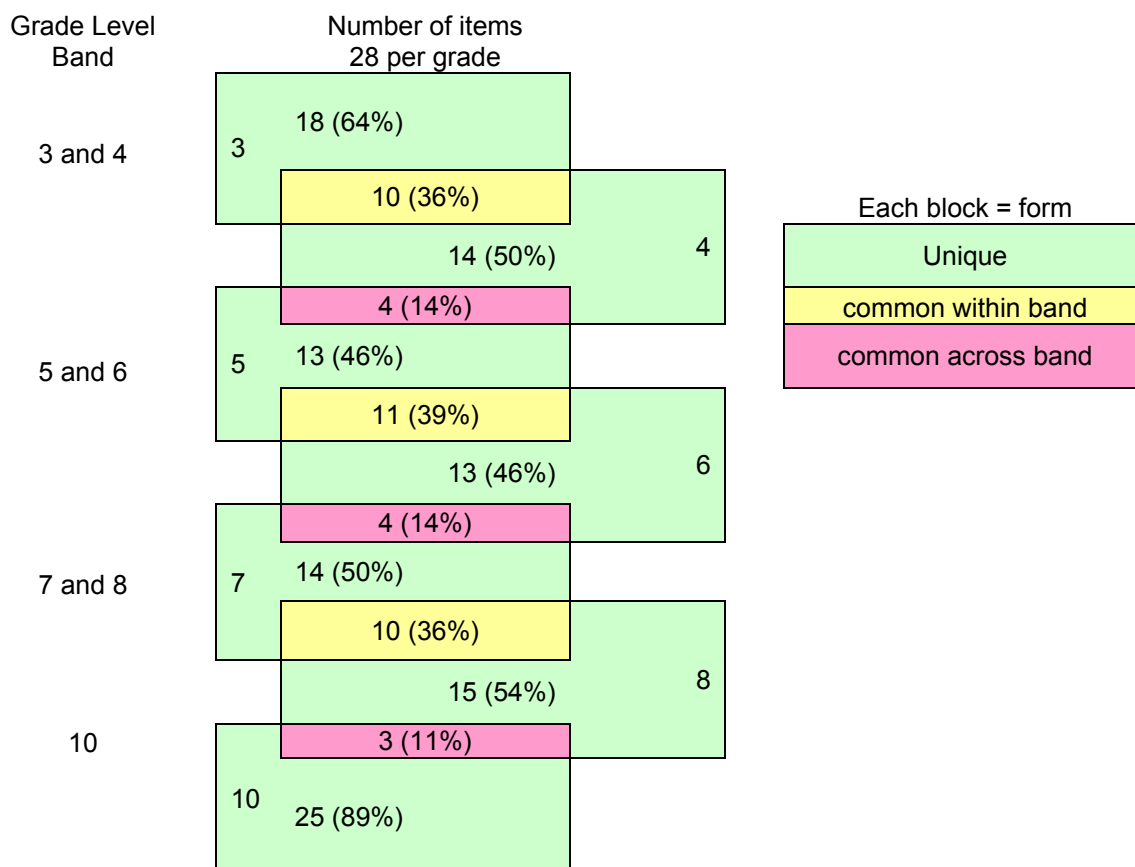
Appendix B**Location of Information for Peer Review Critical Elements**

- **Peer Review Chapter 1**
 1. Overview and Standards
 2. Standards and Test Development
 3. Standards and Analyses and Results
 4. Standards
- **Peer Review Chapter 2**
 1. Standards and Standard Setting
 2. Standards and Standard Setting
 3. Overview, Population, Standards, Standard Setting, and Analyses and Results
 4. none
 5. Standards, Test Design, Test Development, and Standard Setting
 6. Standard Setting
- **Peer Review Chapter 3**
 1. none
 2. none
 3. none
 4. Standards, Test Design, and Test Development
 5. none
 6. Test Design, Test Development, and Analyses and Results
 7. Overview, Population, Standards, Test Design, and Test Development
- **Peer Review Chapter 5**
 1. Test Design, Test Development, and Validity
 2. Standards, Test Design, Analyses and Results, and Validity
 3. Standards, Test Design, Test Development, and Validity
 4. Test Design, Test Development, and Validity
 5. Test Design, Test Development, and Validity
 6. Standard Setting, Analyses and Results, Reliability, and Validity
 7. Test Design, and Test Development
- **Peer Review Chapter 6**
 1. Population, Analyses and Results, Reliability, and Validity
 2. Overview, Population, Test Administration, Analyses and Results, and Reliability
 3. Population, Test Administration, Analyses and Results, and Reliability
 4. none
 5. none

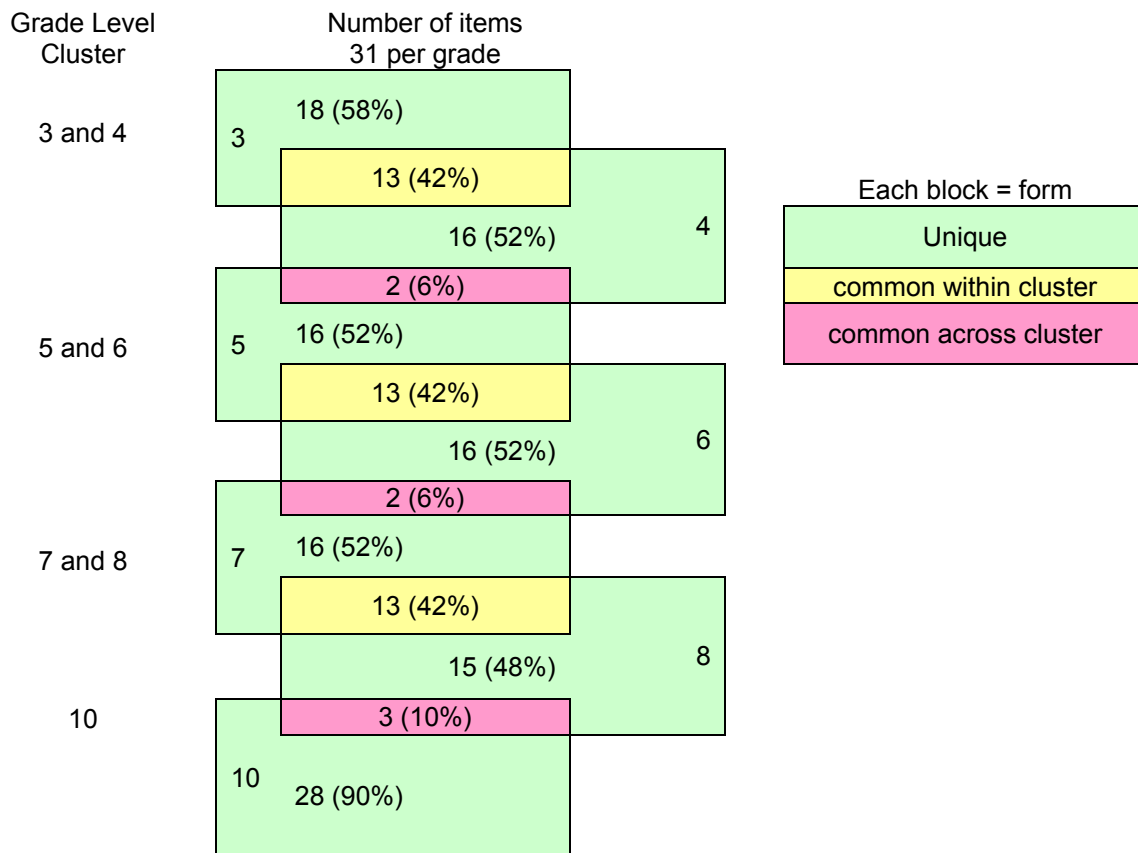
Appendix C

Common Item Test Design

Common item design—Reading



Common item design—Mathematics



Appendix D
WAA-SwD Target Test Blueprints

WAA-SwD Target Test Blueprints - Reading

Grade Band 3-4 Reading Target Blueprint								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		6	1	7	8	60%	3
1	Determine the meaning of words and Phrases in context	1A Match words to pictures.						3
2	Understand text		7	0	7	7	60%	3
2	Understand text	2A Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length.						3
2	Understand text	2B Sequence beginning and end from text						3
3	Analyze text		7	0	7	7	60%	4
3	Analyze text	3A Given a series of events, predict what will happen next.						4
4	Evaluate and Extend text		6	1	7	8	60%	5
4	Evaluate and Extend text	4A Connect text to self.						5

Grade Band 3-4 Reading Target Blueprint (continued)

**	CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30	
	*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.					
	**** Within a standard, items should be evenly distributed amongst each objective.					
	**** Each form/standard should have a range of performance levels.					

Grade Band 5-6 Reading Target Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		6	1	7	8	60%	3
1	Determine the meaning of words and Phrases in context	1A Use picture or sound clues to determine word meaning.						3
2	Understand text		7	0	7	7	60%	3
2	Understand text	2A Identify the story elements of characters (who), setting (where / when) and sequence of events (what happened) within a story.						3
2	Understand text	2B Follow steps in a process.						3
3	Analyze text		6	1	7	8	60%	4
3	Analyze text	3A Identify the topic of written content.						4
4	Evaluate and Extend text		7	0	7	7	60%	5
4	Evaluate and Extend text	4A Make connections between text and self, make predictions, and distinguish between fact and fantasy.						5

Grade Band 5-6 Reading Target Blueprint (continued)

**	CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30	
***	A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.					
*****	Within a standard, items should be evenly distributed amongst each objective.					
*****	Each form/standard should have a range of performance levels.					

Grade Band 7-8 Reading Target Blueprint

Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		9	0	9	9	60%	4
1	Determine the meaning of words and Phrases in context	1A Use context clues to understand meaning of words.						4
2	Understand text/Analyze text		9	1	10	11	60%	3
2	Understand text/Analyze text	2A Identify stated information in literary and informational text						3
2	Understand text/Analyze text	2B Identify stated sequence of events in literary and informational text.						3
3	Evaluate and Extend text		8	1	9	10	60%	5
3	Evaluate and Extend text	3A Make connections to text, predictions, and draw conclusions.						5
**	CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30			
***	A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.							
****	Within a standard, items should be evenly distributed amongst each objective.							
****	Each form/standard should have a range of performance levels.							

Grade 10 Reading Target Blueprint								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		8	1	9	10	60%	4
1	Determine the meaning of words and Phrases in context	1A Interpret word meanings within a passage according to connotation (tone) or context.						4
2	Understand text/Analyze text		9	1	10	11	60%	5
2	Understand text/Analyze text	2A Interpret text by classifying information and distinguishing different viewpoints.						5
3	Evaluate and Extend text		9	0	9	9	60%	5
3	Evaluate and Extend text	4A Draw conclusions from literary and informational text.						5
**	CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30			
***	A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.							
****	Within a standard, items should be evenly distributed amongst each objective.							
****	Each form/standard should have a range of performance levels.							

WAA-SwD Target Test Blueprints – Mathematics

Grade 3-4 Math Target									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	2	7	9	60%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Order or rote count numbers 0-20 and represent numbers 0-10.						3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Sort coins into like groups.						2
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Add and subtract one-step, single digit number problems.						3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Combine and separate numbers or objects 0-20 into requested groups.						3
C	Geometry			6	0	6	6	60%	3
C	Geometry	Ca/Cb - Describing Figures/Spatial Relationships & Transformations	Ca1 Identify and match 3 basic shapes.						3
C	Geometry	Cc - Coordinate Systems	Cc1 Recognize basic positional concepts (such as behind, over, under, next to).						3

Grade 3-4 Math Target (continued)

Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
D	Measurement			6	0	6	6	60%	3
D	Measurement	Da - Measureable Attributes	Da1 Compare 2 objects by size or weight.						3
D	Measurement	Da - Measureable Attributes	Da2 Identify purpose of basic tools of measurement (e.g., calendar, clock, ruler).						3
E	Statistics and Probability			5	1	6	7	60%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Identify most, least, and same on a graph or chart.						4
F	Algebraic Relationships			6	0	6	6	60%	2
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend two-part A/B pattern.						2
**	CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.			Total Number of OP Items	31		Max Points for OP Items	34	
***	Within a standard, items should be evenly distributed amongst each objective.								
***	Each form/standard should have a range of performance levels.								

Grade 5-6 Math Target									
Code	Standard	Subskill	EGBO	Number of SRs***	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			7	0	7	7	60%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Recognize, count, and order numbers to 50.						3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Indicate parts of a whole.						3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Identify and count like coins up to one dollar and bills up to five dollars.						3
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Solve single-digit addition and subtraction problems, and multiply and divide sets of objects by 2.						3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Compare two groups based on more or less.						3
C	Geometry			6	1	6	7	60%	3
C	Geometry	Ca - Describing Figures	Ca1 Name and compare basic shapes (e.g., circle, rectangle, square, and triangle).						3
C	Geometry	Ca - Describing Figures	Ca2 Identify directions (e.g., east, west, north, south, and left and right).						3

Grade 5-6 Math Target (continued)

Code	Standard	Subskill	EGBO	Number of SRs***	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
D	Measurement			6	0	6	6	60%	3
D	Measurement	Da - Measureable Attributes	Da1 Connect calendars and clocks to everyday situations.						3
E	Statistics and Probability			4	2	6	8	60%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Sort and display data on a grid to make a simple graph.						4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether or not a situation is fair.						4
F	Algebraic Relationships			6	0	6	6	60%	4
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend a three-part A/B/C pattern.						4
**	CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.			Total Number of OP Items	31		Max Points for OP Items	34	
***	Within a standard, items should be evenly distributed amongst each objective.								
***	Each form/standard should have a range of performance levels.								

Grade 7-8 Math Target									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	2	7	9	60%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Read, write, represent whole numbers to 100+.						3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Use basic fractions 1/2, 1/4, 1/3.						3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Count and compare coins and bills of differing values.						4
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Use four basic operations in everyday situations						3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Estimate (without counting) group sizes based on more or less.						4
C	Geometry			6	0	6	6	60%	3
C	Geometry	Ca - Describing Figures	Ca1 Sort and classify a variety of three-dimensional objects based on shape.						4
C	Geometry	Ca - Describing Figures	Ca2 Identify lines that are parallel and intersecting.						3
C	Geometry	Cc - Coordinate Systems	Cc1 Locate coordinates in a real-world context.						3

Grade 7-8 Math Target (continued)									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
D	Measurement			6	0	6	6	60%	4
D	Measurement	Da - Measureable Attributes	Da1 Select the appropriate unit of measure to determine the length or weight of everyday objects.						3
D	Measurement	Dc - Indirect Measurement	Dc1 Identify and describe perimeter/ circumference and area on a grid.						4
E	Statistics and Probability			5	1	6	7	60%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Interpret data from tables and simple graphs (e.g., pie, bar).						4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether an event is impossible or certain.						4
F	Algebraic Relationships			6	0	6	6	60%	3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Extend a given sequence.						3
F	Algebraic Relationships	Fb - Expressions, Equations and Inequalities	Fb1 Solve a simple one-step, open-equality sentence.						3

Grade 7-8 Math Target (continued)									
**	CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.							Max Points for OP Items	34
***	Within a standard, items should be evenly distributed amongst each objective.								
***	Each form/standard should have a range of performance levels.								

Grade 10 Math Target									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	2	7	9	60%	4
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Compare and order positive and negative integers - 20 to 20.						4
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Apply the idea of more or less using fractions, decimals, and percents.						4
C	Geometry			6	0	6	6	60%	3
C	Geometry	Ca - Describing Figures	Ca1 Identify lines that form a right angle.						3
D	Measurement			5	1	6	7	60%	4
D	Measurement	Da - Measureable Attributes	Da1 Select and use tools, such as a ruler, tape measure, thermometer, meter stick, or scale, to determine the measurement of real objects.						4
D	Measurement	Dc - Indirect Measurement	Dc1 Determine perimeter, area, and circumference of regular shapes.						3

Grade 10 Math Target (continued)									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
E	Statistics and Probability			6	0	6	6	60%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Organize, read, and compare data from simple graphs (e.g., table, line, pie, bar).						4
E	Statistics and Probability	Eb - Probability	Eb1 Determine the likelihood of events occurring.						4
F	Algebraic Relationships			6	0	6	6	60%	4
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Relate simple formulas to practical problems.						3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa2 Predict a simple mathematical pattern.						4

Grade 10 Math Target (continued)

**	CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.		Total Number of OP Items	31		Max Points for OP Items	34	
***	Within a standard, items should be evenly distributed amongst each objective.							
***	Each form/standard should have a range of performance levels.							

WAA-SwD Target Test Blueprints – Science

Grade 4 Science (Target)								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Science Connections and the Nature of Science		6	0	6	6	60%	3
A/B	Science Connections and the Nature of Science	A-B1 Use science resources to gather information.						3
C	Science Inquiry		6	0	6	6	60%	3
C	Science Inquiry	C1 Use basic science vocabulary and tools.						3
D	Physical Science		6	0	6	6	60%	4
D	Physical Science	D1a Recognize differences in physical characteristics of an object.						4
E	Earth and Space Science		6	0	6	6	60%	3
E	Earth and Environmental Science	E1a Recognize properties of earth features.						3
E	Earth and Environmental Science	E2b Recognize changes in earth and sky.						3
F	Life and Environmental Science		5	1	6	7	60%	3
F	Life and Environmental Science	F1a Recognize what plants and animals need to live and grow.						3

Grade 4 Science (Target) (continued)												
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Sore	% at EDOK or above min. EDOK	Minimum EDOK				
G/H	Science Applications and Science in Social and Personal Perspectives		6	0	6	6	60%	3				
G/H	Science Applications and Science in Social and Personal Perspectives	G-H1 Recognize how science helps your life.						3				
**	CRs can be aligned to any EGBO within each Standard.	<table><tr><td>Total Number of OP Items</td><td>36</td><td>Max Points for OP Items</td><td>37</td></tr></table>							Total Number of OP Items	36	Max Points for OP Items	37
Total Number of OP Items	36								Max Points for OP Items	37		
***	Within a standard, items should be evenly distributed amongst each objective.											
***	Each form/standard should have a range of performance levels.											

Grade 8 Science (Target)								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Science Connections and the Nature of Science		4	2	6	8	60%	3
A/B	Science Connections and the Nature of Science	AB-1 Use specific materials to represent science concepts.						3
C	Science Inquiry		5	1	6	7	60%	4
C	Science Inquiry	C1 Identify simple cause and effect relationships.						4
D	Physical Science		6	0	6	6	60%	3
D	Physical Science	D1a Identify the direction of motion before the object is released.						3
D	Physical Science	D1b Identify two or more physical characteristics of a substance.						3
E	Earth and Space Science		6	0	6	6	60%	3
E	Earth and Space Science	E1a Identify changes in the earth.						3
E	Earth and Space Science	E1b Recognize cycles that happen on the earth (e.g., seasons, day/night, etc.).						3

Grade 8 Science (Target) (continued)								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Sore	% at EDOK or above min. EDOK	Minimum EDOK
F	Life and Environmental Science		6	0	6	6	60%	4
F	Life and Environmental Science	F1a Identify characteristics of living things.						4
G/H	G/H Science Applications and Science in Social and Personal Perspectives		6	0	6	6	60%	3
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H1 Identify technologies and habits that help people learn or work safely.						3
**	CRs can be aligned to any EGBO within each Standard.							
***	Within a standard, items should be evenly distributed amongst each objective.		Total Number of OP Items	36		Max Points for OP Items	39	

Grade 10 Science (Target)									
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of 3 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Science Connections and the Nature of Science		5	1	0	6	7	60%	3
A/B	Science Connections and the Nature of Science	AB-1 Use models to demonstrate knowledge of scientific concepts.							3
C	Science Inquiry		5	0	1	6	8	60%	4
C	Science Inquiry	C1 Follow directions to complete basic steps of science inquiry.							4
D	Physical Science		6	0	0	6	6	60%	3
D	Physical Science	D1a Identify types of energy needed by multiple kinds of organisms.							3
D	Physical Science	D1b Use principles of force and motion.							3
E	Earth and Space Science		6	0	0	6	6	60%	3
E	Earth and Space Science	E1a Identify Earth's position within the solar system.							3
E	Earth and Space Science	E1b Identify a natural disaster and its consequences.							3

Grade 10 Science (Target) (continued)									
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of 3 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
F	Life and Environmental Science		6	0	0	6	6	60%	3
F	Life and Environmental Science	F1a Recognize that adaptations are part of natural processes.							3
F	Life and Environmental Science	F1b Recognize that characteristics are transferred from parent(s) to offspring.							3
G/H	G/H Science Applications and Science in Social and Personal Perspectives		6	0	0	6	6	60%	4
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H1 Identify different career options related to science.							3
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H2 Determine an action that improves quality of life.							4
**	CRs can be aligned to any EGBO within each Standard.								
***	Within a standard, items should be evenly distributed amongst each objective.								
***	Each form/standard should have a range of performance levels.								

Total Number of OP Items	36
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Max Points for OP Items	39
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Appendix E
WAA-SwD 2011–12 Actual Test Blueprints

WAA-SwD 2011–12 Actual Test Blueprints – Reading

Grade 3 Reading Actuals								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		7	0	7	7	100%	3
1	Determine the meaning of words and Phrases in context	1A Match words to pictures.	7	0	7	7	100%	3
2	Understand text		5	2	7	9	100%	3
2	Understand text	2A Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length.	2	2	4	6	100%	3
2	Understand text	2B Sequence beginning and end from text	3	0	3	3	100%	3
3	Analyze text		7	0	7	7	86%	4
3	Analyze text	3A Given a series of events, predict what will happen next.	7	0	7	7	86%	4
4	Evaluate and Extend text		7	0	7	7	43%	5
4	Evaluate and Extend text	4A Connect text to self.	7	0	7	7	43%	5

Grade 3 Reading Actuals (continued)

**CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30
*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.	**** Within a standard, items should be evenly distributed amongst each objective.	**** Each form/standard should have a range of performance levels.		

Grade 4 Reading Actuals								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		6	1	7	8	100%	3
1	Determine the meaning of words and Phrases in context	1A Match words to pictures.	6	1	7	8	100%	3
2	Understand text		6	1	7	8	100%	3
2	Understand text	2A Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length.	5	1	6	7	100%	3
2	Understand text	2B Sequence beginning and end from text	1	0	1	1	100%	3
3	Analyze text		7	0	7	7	100%	4
3	Analyze text	3A Given a series of events, predict what will happen next.	7	0	7	7	100%	4
4	Evaluate and Extend text		7	0	7	7	29%	5
4	Evaluate and Extend text	4A Connect text to self.	7	0	7	7	29%	5

Grade 4 Reading Actuals (continued)

**CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30	
*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.	**** Within a standard, items should be evenly distributed amongst each objective.		**** Each form/standard should have a range of performance levels.		

Grade 5 Reading Actuals								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		6	1	7	8	100%	3
1	Determine the meaning of words and Phrases in context	1A Use picture or sound clues to determine word meaning.	6	1	7	8	100%	3
2	Understand text		6	1	7	8	100%	3
2	Understand text	2A Identify the story elements of characters (who), setting (where / when) and sequence of events (what happened) within a story.	6	1	7	8	100%	3
2	Understand text	2B Follow steps in a process.	0	0	0	0	0%	3
3	Analyze text		7	0	7	7	86%	4
3	Analyze text	3A Identify the topic of written content.	7	0	7	7	86%	4
4	Evaluate and Extend text		7	0	7	7	14%	5
4	Evaluate and Extend text	4A Make connections between text and self, make predictions, and distinguish between fact and fantasy.	7	0	7	7	14%	5

Grade 5 Reading Actuals (continued)

	**CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30
	*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.	**** Within a standard, items should be evenly distributed amongst each objective.	**** Each form/standard should have a range of performance levels.		

Grade 6 Reading Actuals								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		7	0	7	7	100%	3
1	Determine the meaning of words and Phrases in context	1A Use picture or sound clues to determine word meaning.	7	0	7	7	100%	3
2	Understand text		5	2	7	9	100%	3
2	Understand text	2A Identify the story elements of characters (who), setting (where / when) and sequence of events (what happened) within a story.	5	2	7	9	100%	3
2	Understand text	2B Follow steps in a process.	0	0	0	0	0%	3
3	Analyze text		7	0	7	7	86%	4
3	Analyze text	3A Identify the topic of written content.	7	0	7	7	86%	4
4	Evaluate and Extend text		7	0	7	7	29%	5
4	Evaluate and Extend text	4A Make connections between text and self, make predictions, and distinguish between fact and fantasy.	7	0	7	7	29%	5
	** CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30			
	*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.	**** Within a standard, items should be evenly distributed amongst each objective.	**** Each form/standard should have a range of performance levels.					

Grade 7 Reading Actuals								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		9	1	10	11	40%	4
1	Determine the meaning of words and Phrases in context	1A Use context clues to understand meaning of words.	9	1	10	11	40%	4
2	Understand text/Analyze text		10	0	10	10	90%	3
2	Understand text/Analyze text	2A Identify stated information in literary and informational text	6	0	6	6	83%	3
2	Understand text/Analyze text	2B Identify stated sequence of events in literary and informational text.	4	0	4	4	100%	3
3	Evaluate and Extend text		6	2	8	10	38%	5
3	Evaluate and Extend text	3A Make connections to text, predictions, and draw conclusions.	6	2	8	10	38%	5
	** CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	31			
	*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.	**** Within a standard, items should be evenly distributed amongst each objective.	**** Each form/standard should have a range of performance levels.					

Grade 8 Reading Actuals								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		10	1	11	12	36%	4
1	Determine the meaning of words and Phrases in context	1A Use context clues to understand meaning of words.	10	1	11	12	36%	4
2	Understand text/Analyze text		9	0	9	9	100%	3
2	Understand text/Analyze text	2A Identify stated information in literary and informational text	4	0	4	4	100%	3
2	Understand text/Analyze text	2B Identify stated sequence of events in literary and informational text.	5	0	5	5	100%	3
3	Evaluate and Extend text		7	1	8	9	36%	5
3	Evaluate and Extend text	3A Make connections to text, predictions, and draw conclusions.	7	1	8	9	36%	5
	** CRs can be aligned to any EGBO within each Standard.	Total Number of OP Items	28	Max Points for OP Items	30			
	*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.	**** Within a standard, items should be evenly distributed amongst each objective.	**** Each form/standard should have a range of performance levels.					

Grade 10 Reading Actuals								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items***	Max Score	% at or above min. EDOK	Minimum EDOK
1	Determine the meaning of words and Phrases in context		9	1	10	11	50%	4
1	Determine the meaning of words and Phrases in context	1A Interpret word meanings within a passage according to connotation (tone) or context.	9	1	10	11	50%	4
2	Understand text/Analyze text		10	0	10	10	0%	5
2	Understand text/Analyze text	2A Interpret text by classifying information and distinguishing different viewpoints.	10	0	10	10	0%	5
3	Evaluate and Extend text		7	1	8	9	13%	5
3	Evaluate and Extend text	3A Draw conclusions from literary and informational text.	7	1	8	9	13%	5
** CRs can be aligned to any EGBO within each Standard.		Total Number of OP Items	28	Max Points for OP Items	30			
*** A RBS to RBT ratio of 1/3 to 2/3 is to be maintained and spread evenly throughout all standards and EGBOs.		**** Within a standard, items should be evenly distributed amongst each objective.	**** Each form/standard should have a range of performance levels.					

WAA-SwD 2011–12 Actual Test Blueprints – Mathematics

Grade 3 Math Actuals									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	2	7	9	86%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Order or rote count numbers 0-20 and represent numbers 0-10.	1	2	3	5	66%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Sort coins into like groups.	1	0	1	1	100%	2
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Add and subtract one-step, single digit number problems.	2	0	2	2	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Combine and separate numbers or objects 0-20 into requested groups.	1	0	1	1	100%	3
C	Geometry			6	0	6	6	83%	3
C	Geometry	Ca/Cb - Describing Figures/Spatial Relationships & Transformations	Ca1 Identify and match 3 basic shapes.	3	0	3	3	66%	3
C	Geometry	Cc - Coordinate Systems	Cc1 Recognize basic positional concepts (such as behind, over, under, next to).	3	0	3	3	100%	3

Grade 3 Math Actuals (continued)									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
D	Measurement			6	0	6	6	100%	3
D	Measurement	Da - Measureable Attributes	Da1 Compare 2 objects by size or weight.	3	0	3	3	100%	3
D	Measurement	Da - Measureable Attributes	Da2 Identify purpose of basic tools of measurement (e.g., calendar, clock, ruler).	3	0	3	3	100%	3
E	Statistics and Probability			5	1	6	7	83%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Identify most, least, and same on a graph or chart.	5	1	6	7	83%	4
F	Algebraic Relationships			6	0	6	6	100%	2
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend two-part A/B pattern.	6	0	6	6	100%	2
	** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.	Total Number of OP Items	31		Max Points for OP Items	34	

Grade 4 Math Actuals									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			6	1	7	8	71%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Order or rote count numbers 0-20 and represent numbers 0-10.	3	0	3	3	33%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Sort coins into like groups.	2	0	2	2	100%	2
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Add and subtract one-step, single digit number problems.	1	1	2	3	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Combine and separate numbers or objects 0-20 into requested groups.	0	0	0	0	0%	3
C	Geometry			6	0	6	6	66%	3
C	Geometry	Ca/Cb - Describing Figures/Spatial Relationships & Transformations	Ca1 Identify and match 3 basic shapes.	3	0	3	3	33%	3
C	Geometry	Cc - Coordinate Systems	Cc1 Recognize basic positional concepts (such as behind, over, under, next to).	3	0	3	3	100%	3

Grade 4 Math Actuals (continued)									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
D	Measurement			6	0	6	6	100%	3
D	Measurement	Da - Measureable Attributes	Da1 Compare 2 objects by size or weight.	3	0	3	3	100%	3
D	Measurement	Da - Measureable Attributes	Da2 Identify purpose of basic tools of measurement (e.g., calendar, clock, ruler).	3	0	3	3	100%	3
E	Statistics and Probability			4	2	6	8	100%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Identify most, least, and same on a graph or chart.	4	2	6	8	100%	4
F	Algebraic Relationships			6	0	6	6	100%	2
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend two-part A/B pattern.	6	0	6	6	100%	2
	** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.	Total Number of OP Items	31		Max Points for OP Items	34	

Grade 5 Math Actuals									
Code	Standard	Subskill	EGBO	Number of SRs***	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			7	0	7	7	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Recognize, count, and order numbers to 50.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Indicate parts of a whole.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Identify and count like coins up to one dollar and bills up to five dollars.	3	0	3	3	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Solve single-digit addition and subtraction problems, and multiply and divide sets of objects by 2.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Compare two groups based on more or less.	1	0	1	1	100%	3
C	Geometry			5	1	6	7	100%	3
C	Geometry	Ca - Describing Figures	Ca1 Name and compare basic shapes (e.g., circle, rectangle, square, and triangle).	2	1	3	4	100%	3
C	Geometry	Ca - Describing Figures	Ca2 Identify directions (e.g., east, west, north, south, and left and right).	3	0	3	3	100%	3
D	Measurement			6	0	6	6	100%	3
D	Measurement	Da - Measureable Attributes	Da1 Connect calendars and clocks to everyday situations.	6	0	6	6	100%	3

Grade 5 Math Actuals (continued)									
Code	Standard	Subskill	EGBO	Number of SRs***	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
E	Statistics and Probability			4	2	6	8	83%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Sort and display data on a grid to make a simple graph.	2	2	4	6	100%	4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether or not a situation is fair.	2	0	2	2	50%	4
F	Algebraic Relationships			6	0	6	6	0%	4
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend a three-part A/B/C pattern.	6	0	6	6	0%	4
	** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.	Total Number of OP Items	31		Max Points for OP Items	34	

Grade 6 Math Actuals									
Code	Standard	Subskill	EGBO	Number of SRs***	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			6	1	7	8	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Recognize, count, and order numbers to 50.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Indicate parts of a whole.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Identify and count like coins up to one dollar and bills up to five dollars.	1	1	2	3	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Solve single-digit addition and subtraction problems, and multiply and divide sets of objects by 2.	2	0	2	2	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Compare two groups based on more or less.	1	0	1	1	100%	3
C	Geometry			5	1	6	7	100%	3
C	Geometry	Ca - Describing Figures	Ca1 Name and compare basic shapes (e.g., circle, rectangle, square, and triangle).	2	1	3	4	100%	3
C	Geometry	Ca - Describing Figures	Ca2 Identify directions (e.g., east, west, north, south, and left and right).	3	0	3	3	100%	3

Grade 6 Math Actuals (continued)									
Code	Standard	Subskill	EGBO	Number of SRs***	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
D	Measurement			6	0	6	6	100%	3
D	Measurement	Da - Measureable Attributes	Da1 Connect calendars and clocks to everyday situations.	6	0	6	6	100%	3
E	Statistics and Probability			5	1	6	7	83%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Sort and display data on a grid to make a simple graph.	2	1	3	4	66%	4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether or not a situation is fair.	3	0	3	3	100%	4
F	Algebraic Relationships			6	0	6	6	0%	4
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Recognize or extend a three-part A/B/C pattern.	6	0	6	6	0%	4
	** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.	Total Number of OP Items	31		Max Points for OP Items	34	

Grade 7 Math Actuals									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	2	7	9	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Read, write, represent whole numbers to 100+.	1	1	2	3	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Use basic fractions 1/2, 1/4, 1/3.	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Count and compare coins and bills of differing values.	0	1	1	2	0%	4
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Use four basic operations in everyday situations	1	0	1	1	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Estimate (without counting) group sizes based on more or less.	2	0	2	2	50%	4
C	Geometry			6	0	6	6	83%	3
C	Geometry	Ca - Describing Figures	Ca1 Sort and classify a variety of three-dimensional objects based on shape.	2	0	2	2	0%	4
C	Geometry	Ca - Describing Figures	Ca2 Identify lines that are parallel and intersecting.	2	0	2	2	100%	3
C	Geometry	Cc - Coordinate Systems	Cc1 Locate coordinates in a real-world context.	2	0	2	2	100%	3

Grade 7 Math Actuals (continued)									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
D	Measurement			6	0	6	6	16%	4
D	Measurement	Da - Measureable Attributes	Da1 Select the appropriate unit of measure to determine the length or weight of everyday objects.	4	0	4	4	100%	3
D	Measurement	Dc - Indirect Measurement	Dc1 Identify and describe perimeter/ circumference and area on a grid.	2	0	2	2	50%	4
E	Statistics and Probability			5	1	6	7	66%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Interpret data from tables and simple graphs (e.g., pie, bar).	3	0	3	3	33%	4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether an event is impossible or certain.	2	1	3	4	100%	4
F	Algebraic Relationships			6	0	6	6	66%	3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Extend a given sequence.	5	0	5	5	60%	3
F	Algebraic Relationships	Fb - Expressions, Equations and Inequalities	Fb1 Solve a simple one-step, open-equality sentence.	1	0	1	1	100%	3

Grade 7 Math Actuals (continued)									
	** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.	Total Number of OP Items	31		Max Points for OP Items	34	

Grade 8 Math Actuals									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			6	1	7	8	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Read, write, represent whole numbers to 100+.	2	0	2	2	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Use basic fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$.	3	0	3	3	100%	3
A/B	Number Operations and Relationships	Ba - Concepts	Ba3 Count and compare coins and bills of differing values.	0	0	0	0	0%	4
A/B	Number Operations and Relationships	Bb - Computation	Bb1 Use four basic operations in everyday situations	0	1	1	2	100%	3
A/B	Number Operations and Relationships	Bb - Computation	Bb2 Estimate (without counting) group sizes based on more or less.	1	0	1	1	0%	4
C	Geometry			5	1	6	7	83%	3
C	Geometry	Ca - Describing Figures	Ca1 Sort and classify a variety of three-dimensional objects based on shape.	2	0	2	2	0%	4
C	Geometry	Ca - Describing Figures	Ca2 Identify lines that are parallel and intersecting.	1	0	1	1	100%	3
C	Geometry	Cc - Coordinate Systems	Cc1 Locate coordinates in a real-world context.	2	1	3	4	100%	3

Grade 8 Math Actuals (continued)									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
D	Measurement			6	0	6	6	0%	4
D	Measurement	Da - Measureable Attributes	Da1 Select the appropriate unit of measure to determine the length or weight of everyday objects.	4	0	4	4	100%	3
D	Measurement	Dc - Indirect Measurement	Dc1 Identify and describe perimeter/ circumference and area on a grid.	2	0	2	2	0%	4
E	Statistics and Probability			5	1	6	7	66%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Interpret data from tables and simple graphs (e.g., pie, bar).	2	1	3	4	33%	4
E	Statistics and Probability	Eb - Probability	Eb1 Determine whether an event is impossible or certain.	3	0	3	3	100%	4
F	Algebraic Relationships			6	0	6	6	100%	3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Extend a given sequence.	3	0	3	3	100%	3
F	Algebraic Relationships	Fb - Expressions, Equations and Inequalities	Fb1 Solve a simple one-step, open-equality sentence.	3	0	3	3	100%	3

Grade 8 Math Actuals (continued)

	** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.	Total Number of OP Items	31		Max Points for OP Items	34	
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Grade 10 Math Actuals									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Number Operations and Relationships			5	1	6	7	66%	4
A/B	Number Operations and Relationships	Ba - Concepts	Ba1 Compare and order positive and negative integers - 20 to 20.	2	1	3	4	33%	4
A/B	Number Operations and Relationships	Ba - Concepts	Ba2 Apply the idea of more or less using fractions, decimals, and percents.	3	0	3	3	100%	4
C	Geometry			6	0	6	6	100%	3
C	Geometry	Ca - Describing Figures	Ca1 Identify lines that form a right angle.	6	0	6	6	100%	3
D	Measurement			5	1	6	7	16%	4
D	Measurement	Da - Measureable Attributes	Da1 Select and use tools, such as a ruler, tape measure, thermometer, meter stick, or scale, to determine the measurement of real objects.	2	1	3	4	0%	4
D	Measurement	Dc - Indirect Measurement	Dc1 Determine perimeter, area, and circumference of regular shapes.	3	0	3	3	100%	3

Grade 10 Math Actuals (continued)									
Code	Standard	Subskill	EGBO	Number of SRs	Number of 2 pt CRs**	Number of Items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
E	Statistics and Probability			6	0	6	6	100%	4
E	Statistics and Probability	Ea - Data analysis & statistics/Probability	Ea1 Organize, read, and compare data from simple graphs (e.g., table, line, pie, bar).	3	0	3	3	100%	4
E	Statistics and Probability	Eb - Probability	Eb1 Determine the likelihood of events occurring.	3	0	3	3	100%	4
F	Algebraic Relationships			6	1	7	8	43%	4
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa1 Relate simple formulas to practical problems.	3	1	4	5	100%	3
F	Algebraic Relationships	Fa - Patterns, Relations, & Functions	Fa2 Predict a simple mathematical pattern.	3	0	3	3	33%	4
	** CRs can be aligned to any EGBO within a Standard, as long as there are a total of 3 in the form.	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.	Total Number of OP Items	31		Max Points for OP Items	34	

WAA-SwD 2011–12 Actual Test Blueprints – Science

Grade 4 Science								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Science Connections and the Nature of Science		6	0	6	6	100%	3
A/B	Science Connections and the Nature of Science	A-B1 Use science resources to gather information.	6	0	6	6	100%	3
C	Science Inquiry		6	0	6	6	67%	3
C	Science Inquiry	C1 Use basic science vocabulary and tools.	6	0	6	6	67%	3
D	Physical Science		6	0	6	6	0%	4
D	Physical Science	D1a Recognize differences in physical characteristics of an object.	6	0	6	6	0%	4
E	Earth and Space Science		6	0	6	6	100%	3
E	Earth and Environmental Science	E1a Recognize properties of earth features.	2	0	2	2	100%	3
E	Earth and Environmental Science	E2b Recognize changes in earth and sky.	4	0	4	4	100%	3
F	Life and Environmental Science		5	1	6	7	100%	3
F	Life and Environmental Science	F1a Recognize what plants and animals need to live and grow.	5	1	6	7	100%	3

Grade 4 Science (continued)								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
G/H	Science Applications and Science in Social and Personal Perspectives		6	0	6	6	100%	3
G/H	Science Applications and Science in Social and Personal Perspectives	G-H1 Recognize how science helps your life.	6	0	6	6	100%	3
	** CRs can be aligned to any EGBO within each Standard.		Total Number of OP Items	36		Max Points for OP Items	37	
	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.						

Grade 8 Science								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Science Connections and the Nature of Science		5	1	6	7	83%	3
A/B	Science Connections and the Nature of Science	AB-1 Use specific materials to represent science concepts.	5	1	6	7	83%	3
C	Science Inquiry		5	1	6	7	50%	4
C	Science Inquiry	C1 Identify simple cause and effect relationships.	5	1	6	7	50%	4
D	Physical Science		6	0	6	6	83%	3
D	Physical Science	D1a Identify the direction of motion before the object is released.	3	0	3	3	100%	3
D	Physical Science	D1b Identify two or more physical characteristics of a substance.	3	0	3	3	67%	3
E	Earth and Space Science		5	1	6	7	83%	3
E	Earth and Space Science	E1a Identify changes in the earth.	3		3	3	100%	3
E	Earth and Space Science	E1b Recognize cycles that happen on the earth (e.g., seasons, day/night, etc.).	2	1	3	4	67%	3
F	Life and Environmental Science		6	0	6	6	17%	4
F	Life and Environmental Science	F1a Identify characteristics of living things.	6	0	6	6	17%	4

Grade 8 Science (continued)								
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
G/H	G/H Science Applications and Science in Social and Personal Perspectives		6	0	6	6	100%	3
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H1 Identify technologies and habits that help people learn or work safely.	6	0	6	6	100%	3
	** CRs can be aligned to any EGBO within each Standard.		Total Number of OP Items	36		Max Points for OP Items	39	
	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.						

Grade 10 Science									
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of 3 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
A/B	Science Connections and the Nature of Science		5	1	0	6	7	100%	3
A/B	Science Connections and the Nature of Science	AB-1 Use models to demonstrate knowledge of scientific concepts.	5	1	0	6	7	100%	3
C	Science Inquiry		5	0	1	6	8	50%	4
C	Science Inquiry	C1 Follow directions to complete basic steps of science inquiry.	2	0	1	3	5	100%	4
C	Science Inquiry		3	0	0	3	3	0%	4
D	Physical Science		6	0	0	6	6	100%	3
D	Physical Science	D1a Identify types of energy needed by multiple kinds of organisms.	3	0	0	3	3	100%	3
D	Physical Science	D1b Use principles of force and motion.	3	0	0	3	3	100%	3
E	Earth and Space Science		6	0	0	6	6	100%	3
E	Earth and Space Science	E1a Identify Earth's position within the solar system.	3	0	0	6	6	100%	3
E	Earth and Space Science	E1b Identify a natural disaster and its consequences.	3	0	0	6	6	100%	3

Grade 10 Science (continued)									
Code	Standard	EGBO	Number of SRs	Number of 2 pt CRs**	Number of 3 pt CRs**	Number of items	Max Score	% at EDOK or above min. EDOK	Minimum EDOK
F	Life and Environmental Science		6	0	0	6	6	100%	3
F	Life and Environmental Science	F1a Recognize that adaptations are part of natural processes.	3	0	0	3	3	100%	3
F	Life and Environmental Science	F1b Recognize that characteristics are transferred from parent(s) to offspring.	3	0	0	3	3	100%	3
G/H	G/H Science Applications and Science in Social and Personal Perspectives		6	0	0	6	6	17%	4
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H1 Identify different career options related to science.	3	0	0	3	3	100%	3
G/H	G/H Science Applications and Science in Social and Personal Perspectives	G-H2 Determine an action that improves quality of life.	3	0	0	3	3	33%	4
	** CRs can be aligned to any EGBO within each Standard.		Total Number of OP Items	36			Max Points for OP Items	39	
	*** Within a standard, items should be evenly distributed amongst each objective.	*** Each form/standard should have a range of performance levels.							

Appendix F
WAA-SwD Item/Form Changes over Time

		Number of:					
Reading	From	Operational items in common between administrations	New Operational Items		Operational Items		Items with revised reporting categories
			Previously Administered*	No Prior Administration	Altered between Administrations	New Field Test items	
Grade 3 (28 items)	Nov 2010 to Nov 2011	28	0	0	0	0	0
	Nov 2009 to Nov 2010	26	2	0	0	0	0
	Nov 2008 to Nov 2009	25	3	0	5	2	0
	Jan 2008 to Nov 2008	24	0	4	5	2	4
	<i>Jan 2008 to Nov 2011</i>	<i>20 (71%)</i>					
Grade 4 (28 items)	Nov 2010 to Nov 2011	28	0	0	0	0	0
	Nov 2009 to Nov 2010	27	1	0	0	0	0
	Nov 2008 to Nov 2009	25	3	0	6	3	0
	Jan 2008 to Nov 2008	25	0	3	10	2	2
	<i>Jan 2008 to Nov 2011</i>	<i>21 (75%)</i>					
Grade 5 (28 items)	Nov 2010 to Nov 2011	28	0	0	0	0	0
	Nov 2009 to Nov 2010	28	0	0	0	0	0
	Nov 2008 to Nov 2009	25	2	1	3	0	0
	Jan 2008 to Nov 2008	21	0	7	4	1	7
	<i>Jan 2008 to Nov 2011</i>	<i>19 (68%)</i>					
Grade 6 (28 items)	Nov 2010 to Nov 2011	28	0	0	0	0	0
	Nov 2009 to Nov 2010	28	0	0	0	0	0
	Nov 2008 to Nov 2009	25	3	0	2	0	0
	Jan 2008 to Nov 2008	17	0	11	1	1	3
	<i>Jan 2008 to Nov 2011</i>	<i>15 (54%)</i>					

		Number of:					
Reading	From	Operational items in common between administrations	New Operational Items		Operational Items		Items with revised reporting categories
			Previously Administered*	No Prior Administration	Altered between Administrations	New Field Test items	
Grade 7 (28 items)	Nov 2010 to Nov 2011	28	0	0	0	0	0
	Nov 2009 to Nov 2010	24	4	0	0	0	0
	Nov 2008 to Nov 2009	26	2	0	0	4	0
	Jan 2008 to Nov 2008	21	0	7	0	1	6
	<i>Jan 2008 to Nov 2011</i>	<i>17 (61%)</i>					
Grade 8 (28 items)	Nov 2010 to Nov 2011	28	0	0	0	0	0
	Nov 2009 to Nov 2010	24	4	0	0	0	0
	Nov 2008 to Nov 2009	24	4	0	0	4	0
	Jan 2008 to Nov 2008	26	0	2	0	0	3
	<i>Jan 2008 to Nov 2011</i>	<i>20 (71%)</i>					
Grade 10 (28 items)	Nov 2010 to Nov 2011	28	0	0	0	0	0
	Nov 2009 to Nov 2010	26	2	0	0	0	0
	Nov 2008 to Nov 2009	26	2	0	0	3	0
	Jan 2008 to Nov 2008	23	0	5	2	0	3
	<i>Jan 2008 to Nov 2011</i>	<i>20 (71%)</i>					

* Previously administered items were administered in any prior administration.

		Number of:					
Mathematics	From	Operational items in common between administrations	New Operational Items		Operational Items	New Field Test items	Items with revised reporting categories
			Previously Administered*	No Prior Administration	Altered between Administrations		
Grade 3 (31 items)	Nov 2010 to Nov 2011	31	0	0	0	0	0
	Nov 2009 to Nov 2010	29	2	0	0	0	0
	Nov 2008 to Nov 2009	30	1	0	0	2	0
	Jan 2008 to Nov 2008	31	0	0	0	1	0
	<i>Jan 2008 to Nov 2011</i>	<i>29 (94%)</i>					
Grade 4 (31 items)	Nov 2010 to Nov 2011	31	0	0	0	0	0
	Nov 2009 to Nov 2010	28	3	0	0	0	0
	Nov 2008 to Nov 2009	29	2	0	0	3	0
	Jan 2008 to Nov 2008	31	0	0	0	2	0
	<i>Jan 2008 to Nov 2011</i>	<i>26 (84%)</i>					
Grade 5 (31 items)	Nov 2010 to Nov 2011	31	0	0	0	0	0
	Nov 2009 to Nov 2010	29	2	0	0	0	0
	Nov 2008 to Nov 2009	27	4	0	0	2	0
	Jan 2008 to Nov 2008	31	0	0	0	5	0
	<i>Jan 2008 to Nov 2011</i>	<i>25 (81%)</i>					
Grade 6 (31 items)	Nov 2010 to Nov 2011	31	0	0	0	0	0
	Nov 2009 to Nov 2010	30	1	0	0	0	0
	Nov 2008 to Nov 2009	31	0	0	0	1	0
	Jan 2008 to Nov 2008	31	0	0	1	0	0
	<i>Jan 2008 to Nov 2011</i>	<i>30 (97%)</i>					

		Number of:					
Mathematics	From	Operational items in common between administrations	New Operational Items		Operational Items	New Field Test items	Items with revised reporting categories
			Previously Administered*	No Prior Administration	Altered between Administrations		
Grade 7 (31 items)	Nov 2010 to Nov 2011	31	0	0	0	0	0
	Nov 2009 to Nov 2010	26	5	0	0	0	0
	Nov 2008 to Nov 2009	26	4	1	0	4	0
	Jan 2008 to Nov 2008	31	0	0	0	2	0
	<i>Jan 2008 to Nov 2011</i>	<i>22 (71%)</i>					
Grade 8 (31 items)	Nov 2010 to Nov 2011	31	0	0	0	0	0
	Nov 2009 to Nov 2010	29	2	0	0	0	0
	Nov 2008 to Nov 2009	27	4	0	0	3	0
	Jan 2008 to Nov 2008	29	0	2	0	2	0
	<i>Jan 2008 to Nov 2011</i>	<i>23 (74%)</i>					
Grade 10 (31 items)	Nov 2010 to Nov 2011	31	0	0	0	0	0
	Nov 2009 to Nov 2010	29	2	0	0	0	1
	Nov 2008 to Nov 2009	25	6	0	1	2	0
	Jan 2008 to Nov 2008	31	0	0	0	1	0
	<i>Jan 2008 to Nov 2011</i>	<i>23 (74%)</i>					

* Previously administered items were administered in any prior administration.

		Number of:					
Science	From	Operational items in common between administrations	New Operational Items		Operational Items		Items with revised reporting categories
			Previously Administered*	No Prior Administration	Altered between Administrations	New Field Test items	
Grade 4 (36 items)	Nov 2010 to Nov 2011	36	0	0	0	0	0
	Nov 2009 to Nov 2010	35	1	0	0	0	0
	Nov 2008 to Nov 2009	36	0	0	0	2	0
	Jan 2008 to Nov 2008	31	0	5	0	2	1
	<i>Jan 2008 to Nov 2011</i>	<i>30 (83%)</i>					
Grade 8 (36 items)	Nov 2010 to Nov 2011	36	0	0	0	0	0
	Nov 2009 to Nov 2010	35	1	0	0	0	0
	Nov 2008 to Nov 2009	29	7	0	0	0	0
	Jan 2008 to Nov 2008	32	0	4	0	0	4
	<i>Jan 2008 to Nov 2011</i>	<i>27 (75%)</i>					
Grade 10 (36 items)	Nov 2010 to Nov 2011	36	0	0	0	0	0
	Nov 2009 to Nov 2010	36	0	0	0	0	0
	Nov 2008 to Nov 2009	36	0	0	0	0	0
	Jan 2008 to Nov 2008	33	1	2	0	0	2
	<i>Jan 2008 to Nov 2011</i>	<i>33 (92%)</i>					

* Previously administered items were administered in any prior administration.

Appendix G
WAA-SwD 2011–12 Directions for Test Administration (Test Administration Manual)



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Fall

2011

Wisconsin Alternate Assessment for Students with Disabilities



Directions for Test Administration

WISCONSIN
DEPARTMENT OF
PUBLIC INSTRUCTION
Tony Evers, State Superintendent

2702316



Wisconsin Student Assessment System

The Wisconsin Student Assessment System (WSAS) is a comprehensive statewide program designed to provide information about what students know in core academic areas and whether they can apply what they know. The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) is designed for students with significant cognitive disabilities who cannot participate in the Wisconsin Knowledge and Concepts Examination (WKCE), even with accommodations. The WAA-SwD is aligned to Extended Grade Band Standards developed by the Department of Public Instruction and Wisconsin educators.

TEST SECURITY

The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) Test Books and student Answer Documents must be kept secure. Students must not be exposed to test content before the actual testing. If students have prior knowledge of test content, results of testing can give a deceptive picture. Please assume responsibility for maintaining strict security of these documents.

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.



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INTRODUCTION

Purpose

This document is designed to help you administer the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) in a uniform manner essential for the integrity of this testing program. Following the instructions in this manual ensures similar testing conditions for all students with disabilities.

Participation in the WAA-SwD

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Wisconsin s. 115.77 require participation of students with disabilities in state and district wide assessments. Specifically, IDEA stipulates, “Children with disabilities are included in general State and district-wide assessment programs with accommodations, where necessary.” In addition, IDEA and Wisconsin s. 115.787 require that alternate assessments be provided to students with disabilities when the IEP team determines that participation in the standard state assessment is inappropriate for the student.

The WAA-SwD is designed for students with significant cognitive disabilities who cannot participate in the WKCE, even with accommodations. All students must take either the complete WKCE or the complete WAA-SwD — not parts of both. The WKCE is intended for students whose instruction is based upon the Wisconsin Model Academic Standards. The WAA-SwD is intended for students whose instruction is based upon the Extended Grade Band Standards. IEP teams should complete the WAA-SwD Participation Checklist, found at <http://dpi.wi.gov/oea/waa.html>, when determining which assessment is most appropriate for the student.

Test Books

There is one test book for each grade level, containing all content areas. Students in grades 3, 5, 6, and 7 are assessed in reading and mathematics. Students in grades 4, 8, and 10 are assessed in reading, mathematics, and science. Students will be assessed for the grade in which they are currently enrolled. At each grade level, all content areas tested are combined into two books: the Teacher Test Book contains the test administrator's protocol for each content area, and the Student Test Book contains all of the graphics and answer choices to be used by the student. The test administrator records the answers indicated by the student on a machine-scannable student Answer Document.

Both the Teacher Test Book and the Student Test Book are laid out in landscape format to allow for larger print and graphics. The Teacher Test Book has one item per page. In the Reading section, the Student Test Book generally has one item per two pages, allowing for a first page with the "passage" and a second page with the answer choices. The Mathematics and Science sections of the Student Test Book have one item per page.

Portions of the Reading test will be designated as "read by TEACHER" and "read by STUDENT." (Page 13 of this manual provides instructions on how to administer these test items.)

Manipulatives

For the purposes of the WAA-SwD, a manipulative is defined as a tangible object that is handled by a student or teacher to allow the student to engage with the content of the test question. The use of manipulatives is optional and not a requirement of this test EXCEPT the use of a ruler in grade 10 mathematics.

It is imperative to review the WAA-SwD test prior to test administration to determine appropriate manipulatives that may be used for your students. This decision should be an item-by-item decision made for each individual student. Manipulatives should be the same as what the student uses for daily instruction and must not change what the test item is measuring. For more information, go to <http://dpi.wi.gov/oea/waa.html>.

Test Administrator Requirements

A WAA-SwD test administrator should be a licensed professional (such as an administrator, speech pathologist, or teacher) who is familiar with individual students' response styles and employed by the school or district. Paraprofessionals may not administer the WAA-SwD. An online training for test administrators is available at: <http://dpi.wi.gov/oea/waa.html>.

The test administrator will administer the test individually to each student using the Teacher Test Book. The students will view the pages in the Student Test Book and indicate their responses, to be recorded by the test administrator on the student Answer Document.

Test Schedules

The WAA-SwD is administered individually to students and is not timed. Therefore, the schedule for administering the assessment is highly individualized. Test administrators may administer the tests anytime within the testing window (October 24–November 25, 2011). Testing sessions should occur at times when the student is most alert and responsive. Students should be provided as much time as needed to complete the test, within the testing window.

Testing Dates
October 24 through
November 25, 2011

Interrupted Sessions

Every effort should be made to present all content area tests to the student. However, there is no requirement to complete a content area, or even a session, in one day. Students may stop and then return to testing within the same session based on the individual student's needs as assessed by the test administrator. While students may return to testing as stated above, they may not return to a test item that has already been started. All WAA-SwD testing must occur within the testing window. If a student does not finish an assessment, the student Answer Document should still be submitted for scoring.

BEFORE TESTING

Check Your Test Materials

Check to be sure that you have the following materials. If any materials are missing, contact the School Assessment Coordinator for your school or the District Assessment Coordinator.

FOR THE TEST ADMINISTRATOR

- ☐ *Directions for Test Administration* (this manual)
- ☐ one Teacher Test Book for every student who is being tested at each grade level
- ☐ one student Answer Document for each student being assessed

FOR THE STUDENT

- ☐ one Student Test Book at the appropriate grade level

A No. 2 pencil will be required to complete the student Answer Document as well as a ruler for Grade 10 Mathematics. Please note that these items are not provided for you.

Observe Test Security Guidelines

The primary goal of WSAS test security is to protect the integrity of the examination. If any of the questions are made public, the validity and fairness of the test will be compromised. Everyone who works with the assessment, communicates test results, and/or receives testing information is responsible for test security.

All test materials must be kept secure. Test materials must be kept in a locked storage cabinet or area before and after all testing sessions. Manipulatives or assistive devices that provide clues to the content of the test should also be kept secure. Destroy manipulatives and delete programming on any assistive device following test administration. Test security is the responsibility of the entire school community.

Disciplinary measures for educators and school staff will be determined at employment level based on local board policy. In extreme cases, DPI reserves the right to pursue its own sanctions of department-licensed individuals for school or district testing irregularities.

For more information on test security, see the “WSAS Policy & Procedure Manual” section of the *WSAS Guide for District Assessment Coordinators and School Assessment Coordinators*, which is available online at <http://dpi.wi.gov/oea/publications.html>.

Prepare Your Students

Inform students about the testing procedure and help them approach testing in a relaxed, positive manner. Explain that the purpose of taking an achievement test is to find out which skills have been mastered and which skills need further development. Point out that some items may be more difficult than others and some material may be new to students; they are not expected to know all the answers. Reassure students that they will be given ample time to do their best. Emphasize that the test requires no special preparation and that scores will not affect their grades.

Sample Items for Each Content Area

Sample items for each content area are provided at: <http://dpi.wi.gov/oea/waa.html>. These items may be used to prepare students for the assessment. Each sample item has a corresponding page in both the Teacher Test Book and the Student Test Book. Please note that the sample items include additional information (grade, subject, performance level, item type, and indicator) for training purposes only. This information will NOT appear on actual test items.

Plan Your Testing Sessions

WAA-SwD sessions are individually administered and are untimed. The test administrator should:

- ☐ View the test administrator training available online at:
<http://dpi.wi.gov/oea/waa.html>
- ☐ Review the teacher and student test books in order to prepare student manipulatives.
- ☐ Coordinate scheduling with the School Assessment Coordinator (SAC) to avoid unnecessary interruptions of testing sessions.
- ☐ Complete the Student Information Page before testing if student pre-ID labels are not used.
- ☐ Avoid testing on days just before or after vacations, important school functions, holidays, or weekends.
- ☐ Try to schedule testing sessions for times when the student is alert and responsive. Continue testing as long as the student is able to participate in a meaningful manner.
- ☐ Schedule breaks to maintain an unhurried pace and a relaxed atmosphere. Be sensitive to the student's fatigue level and attention span and alter your schedule as necessary.
- ☐ Administer all content areas to students for the grade level in which they are enrolled. Complete all WAA-SwD testing within the testing window.

Accommodations

Every effort is made to allow for a positive testing experience for all students. Assistive technology routinely used for classroom instruction and documented in IEPs may be used for administration of the WAA-SwD. The test books may be obtained prior to administration for the programming of assistive technology devices. All information programmed into an assistive technology device for test administration must be deleted when testing is complete.

Accommodations for testing must be documented in the student's IEP. Indicate which accommodations were used in the Student Assessment Report, located on the back cover of the student Answer Document.

For more information, please refer to the Assessment Accommodations Matrix, beginning on page 18 of this document. The Assessment Accommodations Matrix is also available at
<http://dpi.wi.gov/oea/accommtrx.html>.

Braille Books and Picture Descriptions

Braille editions of the WAA-SwD and picture descriptions are available through DPI for students who are visually impaired. An order form is available at: <http://dpi.wi.gov/oea/dacforms.html>. Test administrators are responsible for recording student responses onto a WAA-SwD student Answer Document to be returned for scoring. A separate Test Administration Manual is not necessary for the Braille editions.

Fill In the Student Information Page

The Student Information Page must be completed **only if you are not using student pre-ID labels**. Samples of the Student Information Page and a student pre-ID label can be found on pages 11 and 12 of this manual.

Your district was provided with student pre-ID labels; please use these labels even if they contain incorrect information. The opportunity to correct this information will be provided by updating the Wisconsin Student Number Locator System (WSLS) and the Individual Student Enrollment System (ISES) or by using the Record Editing System (RES).

You should have received three labels per student. The left-hand label with NO barcode is for teacher use only. Apply an undamaged barcoded student pre-ID label to the front cover of the student Answer Document.

To be completed by school staff:

1. **STUDENT'S NAME:** Print the last name, first name, and middle initial in the spaces provided. If there are not enough spaces for each part of the name, print only as many letters as there are spaces. Fill in the appropriate circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.
2. **BIRTH DATE:** Write the birth date in the spaces provided. Fill in the appropriate circles in each column for the month, day, and year of birth. If the birth date is a single digit, the "zero" circle in the left-hand column under "Day" should be filled in.
3. **TEACHER, SCHOOL, DISTRICT:** Print the teacher, school, and district names in the appropriate boxes.
4. Fill in the appropriate circle for "Female" or "Male."
5. **ETHNICITY:** Fill in the racial or ethnic group that the student belongs to or identifies with.

STUDENT PRE-ID LABELS

The labels in the left column of the label sheets are for teacher use only. The barcoded labels are for the student Answer Document.

Test administrators should fill in the Student Information Page.

To be filled in by test administrators or District Assessment Coordinators after completion of testing, using information provided by school or district personnel with access to the relevant student records:

6. **WI STUDENT NUMBER:** Write the ten-digit Wisconsin Student Number (WSN) in the spaces provided. Fill in the appropriate circle below each digit. More information on WSNs and a list of WSLs/ISES administrators can be found at <http://dpi.wi.gov/lbstat/dm-esedata.html>.
7. **ENGLISH LANGUAGE PROFICIENCY (ELP) STATUS:** Fill in the circle that indicates the student's English Language Proficiency (ELP) status code. A DPI-approved assessment instrument—ACCESS for ELLs® as of the 2005–06 academic year—must be used to determine the appropriate code (1–5) if the student is categorized as an English Language Learner (ELL). Code 6 is “Formerly ELL/Now Fully English Proficient.” Code 7 is “Never ELL/Fully English Proficient.” See <http://dpi.wi.gov/oea/ells.html> for descriptions of the English Language Proficiency levels.
8. **MOBILITY STATUS:** If the student has NOT been enrolled in the district for 9.25 months, fill in the circle for “NO” on the DISTRICT line. If the student has NOT been enrolled in the school for 9.25 months, fill in the circle for “NO” on the SCHOOL line. “Yes” will be assumed unless “NO” is marked.
9. **LOCAL STUDENT I.D. (recommended):** If your school district has chosen to assign Local Student I.D. numbers, write the number in the spaces provided. If the Local Student I.D. has fewer than ten digits, make sure the last digit of the number falls in the space farthest to the right. Write leading zeros in any remaining spaces. Fill in the appropriate circle below each digit.
10. **OPTIONAL FIELD:** Districts may use this field for their own purposes or leave it blank. This ten-digit numeric field can be used to record additional information about students in the WAA student data file. Among other examples of data that might be recorded in this field are the length of time a student has attended a particular school, the types of services the student has received, or the student's homeroom teacher or guidance counselor.
11. **TESTING STATUS (Parent Opt-Out):** If the parent or guardian requested to excuse this student from participating in the WAA-SwD, fill in the circle for “P” in the “TESTING STATUS” section of the biogrid. All students excused by parent opt-out count as “not tested” students for determining Adequate Yearly Progress (AYP).

ELP/Mobility Status
You may contact the District Assessment Coordinator or DPI for further clarification of a student's ELP/Mobility status.

Parent opt-out
should be indicated by filling in the bubble in the “TESTING STATUS” box.

Note that students will be coded as “T” (expected to participate in all content areas covered by WSAS) unless coded as “P.” Participation in the WAA-SwD counts as participation in WSAS for the purpose of determining Adequate Yearly Progress (AYP).

12. SPECIAL STATUS: To protect students’ privacy, fill in the following sensitive demographic data after testing, just before test materials are sent to CTB. The status codes are defined below. Please read the definitions carefully. Be sure to mark all codes that apply for each student. **Important:** If no special codes are marked, the student’s special status will be recorded as “none.”

D = student with a **disability**. A “student with a disability” (SwD) is a student who is considered eligible for the federal child count as reported by the district to DPI on the IDEA Federal Student December 1 Data Report (PI-2197). This includes any student who was reported by the district as eligible on PI-2197 or who has been identified as eligible since December 1, unless the student has exited the district’s special education program. Status as a “student with a disability” is based on the student’s status as of the date the student is tested.

H = student who has a **physical or mental impairment** covered by Section 504 of the Vocational Rehabilitation Act.

U = **long-term U.S.** student indicator. Beginning in grade 1, a student who has attended school in the United States for at least five consecutive years is considered to be a long-term U.S. student. This data element is required of ELL students with English Language Proficiency status codes 1 and 2.

M = **migrant** student. A “migrant student” is any student who is, or whose parent or guardian is, a migratory fisher, a dairy worker, or an agricultural worker AND who, in the preceding 36 months, has moved from one school district to another in order for the worker to obtain temporary or seasonal employment in agricultural or fishing work.

L = student who has been **enrolled for less than one full academic year** in one or more schools in the United States.

Z = student who is **economically disadvantaged**. An “economically disadvantaged” student is a member of a household that meets the income eligibility guidelines for free or reduced-price lunch ($\leq 185\%$ of Federal Poverty Guidelines) under the National School Lunch Program. Districts are permitted to use their best local source of information about the economic status of individual students that is

consistent with the DPI definition above. In the absence of reliable subsidized-lunch eligibility data, districts can use available county data, scholarship information, post-secondary options information, or other appropriate data.

13. FOR SPECIAL STATUS “D” STUDENTS RESIDING OUT OF DISTRICT (OOD) ONLY: This section must be completed only for a student with a disability (SwD) who resides outside of your school district. If the student attends school in your district due to an IEP placement from another district, fill in the circle for “YES.” “No” will be assumed unless “YES” is marked. For “YES,” the test book requires special processing because the district of residence will be held accountable for the performance and progress of this student. For the student’s data to be accurately processed, CTB needs you to provide the following information about this student on the Student Information Page.

District of Residence: Provide the four-digit number assigned by DPI for the district of residence. Residence is based on where the student typically sleeps at night. For students with disabilities who reside in another state, use the code 9999.

Student Pre-ID Label

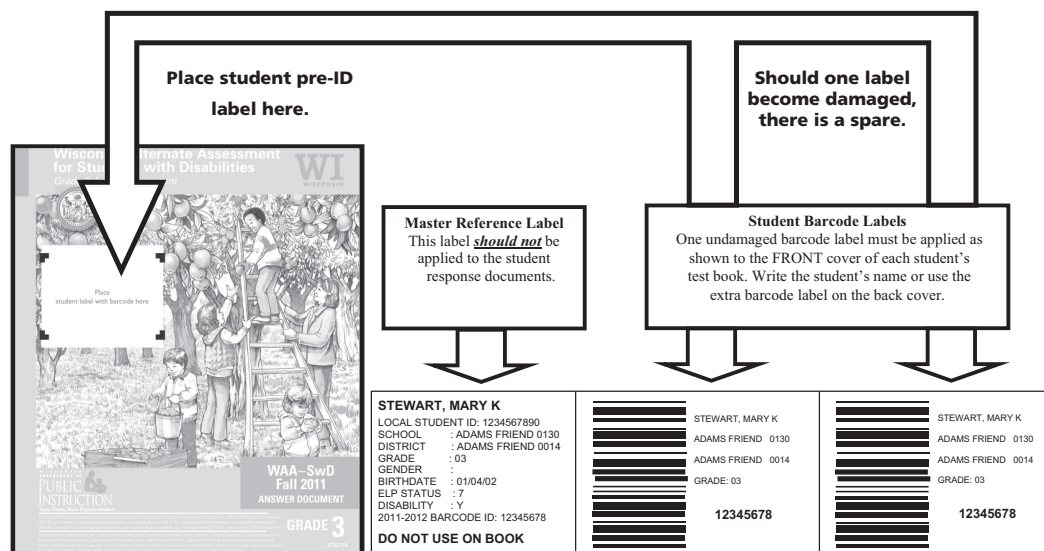
Data from the Wisconsin Student Number Locator System (WSLS) and the Individual Student Enrollment System (ISES) were used to create student demographic pre-ID labels for all students enrolled in grades 3 through 8 and 10. The initial shipment of pre-ID labels should arrive at the beginning of the testing window. A second shipment of labels, for students who are new to Wisconsin Public Schools after October 1, should arrive in districts by the end of the testing window. It is critical for reporting and accountability that districts use these labels. Unlike prior years, “bubbling” all test books for the school or district should not be considered a viable option. Bubbling will be necessary only in very rare cases when a label is not available for a new student. WSLS and ISES records may not be completely updated in your district; therefore, you may see data that are inaccurate on the pre-ID label. However, if you can determine that the label is for a student who should be tested on WSAS, you should still use the label. Corrections and updates must be made to your district’s records in the WSLS and ISES databases. Contact your local WSLS/ISES administrator to make changes.

If a student transfers out of your district after labels have been shipped, you should send that student’s pre-ID label along with other confidential records. The receiving district should still use this label even though it appears to have inaccurate school and district information on it.

Corrections and updates to the WSLS and ISES databases can be made through at least mid-November. Once these data are “locked” in early December, DPI will send a new student demographic data file to CTB, and all updates made in WSLS and ISES will be incorporated into the student WSAS data during the scoring process. Accurate reporting and accountability determinations depend on the integrity of these data. Please work with your district WSLS/ISES administrator to make changes in a complete and timely manner.

DPI may have created labels for some students who are not in a tested grade. These labels should be destroyed, not placed on a test book.

For more information on student pre-ID labels, see <http://dpi.wi.gov/oea/dacdata.html>.



Administer the WAA-SwD Test

Following instructions exactly ensures similar testing conditions for all students. Test directions should be read as written.

Every attempt should be made to administer all content area tests to the student. Prepare manipulatives before testing. Since sessions are administered individually and are untimed, students should be given as much time as necessary to complete the test. See “Plan Your Testing Sessions” on page 6 of this manual for more information.

The following elements are used throughout the Teacher Test Book.

Sample A

**read by
STUDENT**

***Prepare:** Place student page **Sample A** in front of the student.*

SAY **Read the sentence.**

Point to the sentence and allow the student to read the following:

John likes to ride his bike.

Point to each answer choice.

The directions to be read aloud to the student are preceded by a “SAY” icon **and are printed in bold type.**

This sentence/passage is what the student reads and what the test administrator may NOT read.

Information that is only for the test administrator and is not to be read aloud looks like this.

SAY **What does John like to ride?**

This is read aloud by the test administrator.

Student Response:

- ☐ A. Indicates Car
- ☐ B. Indicates Horse
- ☐ C. Indicates Bike
- ☐ D. Other
- ☐ E. No Response

Fill In the Student Answer Document

During the test, the test administrator may mark responses in the Teacher Test Book and then go back and bubble in the student Answer Document with a No. 2 pencil after the test has been administered to the student. Only the student Answer Document will be used for scoring.

GRADE 4

READING					
	RESPONSE				
	A	B	C	D	E
1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E
21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E
26	A	B	C	D	E
27	A	B	C	D	E
28	A	B	C	D	E

MATHEMATICS					
	RESPONSE				
	A	B	C	D	E
1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E
21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E
26	A	B	C	D	E
27	A	B	C	D	E
28	A	B	C	D	E
29	A	B	C	D	E
30	A	B	C	D	E
31	A	B	C	D	E

SCIENCE					
	RESPONSE				
	A	B	C	D	E
1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E
21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E
26	A	B	C	D	E
27	A	B	C	D	E
28	A	B	C	D	E
29	A	B	C	D	E
30	A	B	C	D	E
31	A	B	C	D	E
32	A	B	C	D	E
33	A	B	C	D	E
34	A	B	C	D	E
35	A	B	C	D	E
36	A	B	C	D	E

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Fill In the Student Assessment Report

(back cover of the student Answer Document)

The Student Assessment Report, on the back cover of the student Answer Document, must be completed for all students expected to take the WAA-SwD. Be sure to use a No. 2 pencil when filling out the Report.

Back Cover of the Student Answer Document

Student Assessment Report			
Write student's name in this box.	All students must take either the complete WKCE or the complete WAA-SwD—not parts of both. The WKCE is for students whose instruction is based on the Wisconsin Model Academic Standards. The WAA-SwD is for students whose instruction is based on the Extended Grade Band Standards.		
Student Performance Level Survey			
Note: Read the Performance Level Descriptors located in the Extended Grade Band Standards before completing this section. This survey is used for research purposes only and will not influence the score of the student for whom you are administering the assessment. The results of this survey are completely confidential and only summary-level data will be reviewed.			
Directions: Based on the Performance Level Descriptors and the test administrator's judgment, this student's performance rating is estimated to be (please mark one rating for each content area tested on the WAA-SwD):			
	Reading	Mathematics	Science
WAA-SwD Minimal Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Basic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Proficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Advanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Assessment Accommodations			
Directions: Complete this section for students who participated in the WAA-SwD with one or more of the following accommodations. Mark all that apply.			
Type of Accommodation	Reading	Mathematics	Science
Used translation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signed test questions and content to student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used Braille	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used assistive device (e.g., text-talker, adaptive keyboard, picture symbols)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used objects or manipulatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used another DPI-approved accommodation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternate Assessment Results for Social Studies, Language Arts, and Writing			
Directions: Complete this section for all students with disabilities who participated in the alternate assessment for Social Studies, Language Arts, and Writing. Results must be based upon DPI Administration Guide and Rating Scales.			
	Social Studies	Language Arts	Writing
WAA-SwD Minimal Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Basic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Proficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAA-SwD Advanced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Student Performance Level Survey

Your participation in the Student Performance Level Survey will provide valuable research information. The results of this survey are completely confidential and will not influence the score of the student for whom you are administering the assessment. Only summary-level data will be reviewed.

Based upon your knowledge of the Performance Level Descriptors found within the Extended Grade Band Standards, classify your student's performance into one of the four performance levels (WAA-SwD Minimal Performance, WAA-SwD Basic, WAA-SwD Proficient, and WAA-SwD Advanced). These descriptors are included with the Teacher Test Book.

A detailed description of each performance level by grade and content area can also be found at: <http://dpi.wi.gov/oea/waa.html>.

Accommodations

Fill in the appropriate bubble on the form to indicate each type of accommodation that the student used in any content area of the WAA-SwD.

Please refer to the Assessment Accommodations Matrix beginning on page 18 to see if an accommodation is allowed for a given student.

Rating Scale

The proficiency levels for Social Studies, Language Arts, and Writing, for students in grades 4, 8, and 10, are determined through teacher rating scales based upon classroom evidence. These forms are downloadable from the DPI website <http://dpi.wi.gov/oea/waa.html> and can be completed at any time within the testing window. Scores should be recorded on the back of the student Answer Document in order to be included in the student's report.

Assemble Materials for Return

The School Assessment Coordinator (SAC) will coordinate return of WSAS test materials to the District Assessment Coordinator (DAC), who will then return all test documents in the district, including all WAA-SwD Teacher Test Books and Student Test Books, to CTB/McGraw-Hill for scoring.

Full instructions for returning materials are located in the *WSAS Guide for District Assessment Coordinators and School Assessment Coordinators*.

Marking Tests Invalid

Every effort must be made to administer all content areas of the WAA-SwD to all students expected to take the examination. If necessary, you may invalidate a content area by filling in all circles for questions 1 through 5 for each content area affected.

Students whose tests are invalidated count as not-tested students for accountability purposes; therefore, invalid tests may adversely affect the federal accountability requirement of 95% participation rate for a school and district.

THE ASSESSMENT ACCOMMODATIONS MATRIX - UPDATED 2011

Accommodations for Students with Disabilities

on the Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)

- All accommodations for a student with a disability must be documented on an IEP or Section 504 plan in the section for statewide assessment. * Refer to page 22
- All *Allowable Test Practices for All Students* must be documented in an IEP or Section 504 plan in the section for statewide assessment.
- Accommodations should be consistent with day-to-day instructional methods and should not be first introduced during testing.
- Accommodations should enhance access without changing the skill or construct measured.
- Districts should monitor the use of accommodations by comparing assessment accommodations received with those stated in IEP or Section 504 plans.

Accommodation Description For Students with Disabilities (D)			WKCE	WAA-SwD
Test Directions				
D 1	Sign language for directions. ^{1, 11}		✓	✓
D 2	Mark or highlight directions. ^{1, 2, 3}		✓	N/A: Test administrator reads aloud all directions.
D 3	Explain or clarify directions. ¹		✓	✓
D 4	Student rereads and/or restates directions. ¹		✓	✓
Content Presentation				
D 5	Turn pages for student.		✓	✓
D 6	Braille; student responses must be transcribed into scorable test book. ^{6, 14}		✓	✓
D 7	DPI-provided WAA-SwD Picture descriptions; appropriate only for a student who cannot access the printed WAA-SwD, even with magnification, or the Braille WAA-SwD. ¹³		N/A	✓
D 8	Large-print; student responses must be transcribed into scorable test book. ^{6, 14}		✓	N/A: WAA-SwD is 18 pt. font, no separate large print edition.
D 9	Extra test book; answers must be recorded in one scorable test book. ¹⁴		✓	N/A: All items are presented to the student so that they view one entire item at a time.
D 10	Sign language for test passages and questions (Not allowed on Reading tests). ¹¹		✓	✓
D 11	Text talker for test passages and questions (Not allowed on Reading tests). ⁴		✓	N/A: Test administrator reads WAA-SwD aloud.
D 12	Student reads aloud to self.		✓	✓
D 13	Test administrator reads test passages and questions aloud (Not allowed on WKCE Reading test or WAA-SwD "Read-by-Student" items). ⁹		✓	N/A: Test administrator reads WAA-SwD aloud.
D 14	Student records him/herself reading aloud and plays back recording. ⁴		✓	✓
D 15	Audio recording of test passages and questions in English (Not allowed on WKCE Reading test or WAA-SwD "Read-by-Student" items). ^{4, 9}		✓	N/A: Test administrator reads WAA-SwD aloud.

THE ASSESSMENT ACCOMMODATIONS MATRIX - UPDATED 2011

Accommodation Description for Students with Disabilities (D)			WKCE	WAA-SwD
Content Presentation (cont.)				
D 16	Read the Reading test ONLY in the following scenarios as described in <i>Form I-7-B</i> . ^{8,9} a) For a student with visual impairments who is not yet proficient in contracted Braille, the WKCE Reading test passages and questions may be read aloud. b) For a student with visual impairments who is not yet proficient in un-contracted Braille, the WAA-SwD "Read-by-Student" Reading test items may be read aloud.		✓	✓
Response				
D 17	Manipulatives, base-ten blocks, 3-D shapes, 100's chart (not multiplication table), whole integer number lines, etc. are allowed as long as they do not provide a definition or description.		✓	Follow guidelines in WAA-SwD Manipulatives Guide. http://dpi.wi.gov/oea/pdf/maniguide.pdf
D 18	Calculator and/or multiplication table (Not allowed on sections of the Mathematics test measuring computation skills -refer to each appropriate grade's Test Administrator's Manual at http://dpi.wi.gov/oea/publications.html).		✓	N/A: A calculator is not allowed on the WAA-SwD.
D 19	Braille writer; transcribe student responses into scorable test book. ^{4, 6, 14}		✓	✓
D 20	Student indicates responses orally to scribe. ⁵		✓	N/A: Test administrator records all student responses.
D 21	Student signs responses to scribe. For the Writing test, no translation from American Sign Language (ASL) is allowed; student must sign in exact English to scribe. ⁵		✓	✓
D 22	Student records responses using an audio or video device: ⁴ a) Test administrator transcribes student's responses into scorable test book. ^{6, 14} b) Student watches or listens to his/her recorded responses and transcribes into scorable test book. ^{6, 14}		✓	N/A: Student is allowed to communicate responses in whichever mode is best for the student. Test administrator records student responses.
D 23	Computer or word processor; responses must be transcribed into the scorable test book. For the Language Arts and Writing tests, all spell- and grammar-checking devices must be turned off; for the Mathematics test, the calculator function must be turned off for non-calculator sessions. ^{4, 6, 14}		✓	N/A: Student is allowed to communicate responses in whichever mode is best for the student. Test administrator records student responses.
D 24	Provide spelling assistance or a spell-check device, where appropriate (Not allowed on Language Arts or Writing tests).		✓	N/A: Student is not required to spell responses.
Setting				
D 25	Student moves, stands, or paces during individual administration.		✓	✓
Timing/Scheduling				
D 26	Extra time; test session must be completed within the same day the student started the session. ⁷		✓	✓

THE ASSESSMENT ACCOMMODATIONS MATRIX - UPDATED 2011

Accommodations for English Language Learners (ELLs)

on the *Wisconsin Knowledge and Concepts Examination (WKCE)* and *Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)*

- Accommodations are allowed for ELL students (i.e. students whose English language proficiency levels are 1 through 5).
- All accommodations for an ELL student should be determined by a team of educators, the student, and the students' parents.
- Accommodations should be consistent with day-to-day instructional methods and should not be first introduced during testing.
- Accommodations should enhance access without changing the skill or construct measured.
- Districts should monitor the use of accommodations by comparing assessment accommodations received with those stated in student plans.
- More information regarding the DPI-provided scripts can be found at: <http://dpi.wi.gov/oea/ells.html>.

Accommodation Description For <i>English Language Learners (L)</i>			WKCE	WAA-SwD
English Language Reference Material: English support materials, not intended to define words or to provide correct response for student				
L 1	Provide spelling assistance or spell-check device, where appropriate (Not allowed on Language Arts or Writing test).		✓	N/A: Student is not required to spell responses.
Scripted Oral English : Reading aloud and repeating test items or directions verbatim from test book				
L 2	For all subject areas except Reading test, read questions and content to student in English (Not allowed on WKCE Reading test or WAA-SwD "Read-by-Student" items). ⁹		✓	N/A: Test Administrator reads WAA-SwD.
L 3	Audio recording of test passages and questions in English (Not allowed on WKCE Reading test or WAA-SwD "Read-by-Student" items). ^{4,9}			N/A: Test Administrator reads WAA-SwD.
Clarification in English: Unscripted oral explanation of test considered potentially difficult for ELLs to access				
L 4	Simplify, explain, or clarify test directions. ¹		✓	N/A: Directions are incorporated into each item.
L 5	Have student reread and/or restate directions in his/her own words. ¹		✓	N/A: The WAA-SwD is in simplified language.
L 6	Audio recording of test items in English that is simplified for words not related to content or vocabulary (Not allowed on Language Arts or Reading tests). ^{4, 12}		✓	N/A: The WAA-SwD is in simplified language.
L 7	Read test items in English that is simplified for words not related to content or vocabulary (Not allowed on Language Arts or Reading tests). ¹²		✓	N/A: The WAA-SwD is in simplified language.
Oral Response: Student answers test items orally in English				
L 8	Student indicates response in English orally to a scribe. ⁵		✓	N/A: Test administrator records all responses.
L 9	Student records responses using an audio or video device. a) Test administrator transcribes student's responses into WKCE test book. b) Student watches or listens to his/her recorded responses and transcribes into WKCE test book. ^{4, 6}		✓	N/A: Test administrator records all responses.

Direct Linguistic Support in English

THE ASSESSMENT ACCOMMODATIONS MATRIX - UPDATED 2011

	Accommodation Description for <i>English Language Learners</i> (L)	WKCE	WAA-SwD
Dual Language Reference Material: Support material in English and native language, not intended to define words or provide answers for student			
L 10	Provide bilingual word-to-word (no definition) translation (Not allowed on Language Arts, Reading, or Writing tests).	✓	N/A: <i>Not appropriate for students taking the WAA-SwD.</i>
Written Translation: Professionally translated written accommodation scripts provided to student			
L 11	Qualified translator provides written translation of directions in student's native language. For Spanish, use DPI-provided WKCE translation scripts. ^{1, 10}	✓	N/A: <i>Directions are incorporated into each item.</i>
L 12	Qualified translator provides written translation of test items into student's native language. Student responses must be in scorable test book. For Spanish, use DPI-provided WKCE translation scripts (Not allowed on Language Arts or Reading tests). ¹⁰	✓	✓ Translate only the script following the "SAY" icon. <i>Note: WAA-SwD translation scripts not provided.</i>
Scripted Oral Translation - Only DPI-Provided Scripts: Reading aloud professionally translated, DPI-provided scripts of test items and/or directions			
L 13	Read aloud DPI-provided Spanish or Hmong translations of test directions in the Test Administration Manual (http://dpi.wi.gov/oea/publications.html). ^{1, 9}	✓	N/A: <i>WAA-SwD translation scripts not provided.</i>
L 14	Read test items aloud using DPI-provided Spanish scripts (Not allowed on Language Arts or Reading tests). ⁹	✓	N/A: <i>WAA-SwD translation scripts not provided.</i>
L 15	Provide audio recording of test items using DPI-provided Spanish scripts (Not allowed on Language Arts or Reading tests). ⁴	✓	N/A: <i>WAA-SwD translation scripts not provided.</i>
Sight Translation - Languages other than Spanish: Unscripted oral translation of test items and/or directions into student's native language			
L 16	Interpret directions into student's native language. ^{1, 10}	✓	N/A: <i>Directions are incorporated into each item.</i>
L 17	Simplify, explain, or clarify test directions in student's native language. ^{1, 10, 12}	✓	N/A: <i>Directions are incorporated into each item.</i>
L 18	Audio recording of directions interpreted into student's native language. ^{1, 4, 10}	✓	N/A: <i>Directions are incorporated into each item.</i>
L 19	Audio recording of test items interpreted into student's native language (Not allowed on Language Arts or Reading tests). ^{4, 10}	✓	✓
L 20	Interpret test passages and questions into student's native language; student responses must be documented in scorable test book (Not allowed on Language Arts or Reading tests). ¹⁰	✓	✓
Student Response in Native Language: Student responds in his/her native language			
L 21	Student responds (orally or in writing) in his/her native language; translator translates student response into English, and then scribes (oral response) or transcribes (written response) into scorable test book (Not allowed on Writing test). ^{5, 6, 10}	✓	✓

Indirect Linguistic Support

L 22	Extra time; provide extra time for any timed test as long as a test session is completed within the same day the student started the session. ⁷	✓	N/A: <i>WAA-SwD is not a timed test.</i>
L 23	Student reads aloud to self.	✓	✓

Other Accommodations for BOTH Students with Disabilities and English Language Learners

Any accommodation not on this list must be submitted to DPI for approval, as it may represent a modification which changes the skill being measured.			
<ul style="list-style-type: none"> ○ All requests for an additional accommodation must be made to DPI at least two weeks before the test administration window begins, by completing and submitting the Request for Accommodation Form located at http://dpi.wi.gov/oea/daeforms.html. ○ Requests will be reviewed by a committee to determine whether the request can be approved; approval or non-approval will be returned via fax or email. 			

THE ASSESSMENT ACCOMMODATIONS MATRIX - UPDATED 2011

*Allowable Accommodations for Students in Unique Circumstances

Some students who do *not* have an IEP or 504 plan, due to unique circumstances at the time of testing, may be able to demonstrate their learning more accurately through the use of accommodations on an **as needed basis only**. In these unique cases, please follow the guidelines outlined in the matrix for Students with Disabilities; call DPI's Office of Educational Accountability with any questions at (608) 267-1072. Examples of unique circumstances:

- A student with a broken arm may need a scribe or be able to use a word processor to record responses.
- A student who forgot to wear eyeglasses may need a visual magnification device.

ALLOWABLE TEST PRACTICES

In addition to the accommodations allowed for Students with Disabilities and English Language Learners the **test practices** listed below are allowed for **ALL** students during *Wisconsin Knowledge and Concepts Examination (WKCE)* and *Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)* testing. Some practices are not applicable to the WAA-SwD and are noted below. If a student with disabilities requires the use of one of the following test practices, it must be documented in their IEP or Section 504 plan in the section for statewide assessment.

Test Directions

Read directions aloud and reread as needed (*N/A for WAA-SwD - all directions are read aloud*).¹

Audio recording of directions (*N/A for WAA-SwD - one to one administration*).^{1,4}

Content Presentation

Visual magnification devices. Be careful not to enlarge measurement items.

Audio amplification devices.

Color overlay.

Page markers (e.g. bookmark or straight edge) to maintain place.

Allow student to mark test book in approved locations with a #2 pencil.²

Student marks test with a highlighter.³

Response

Graph/lined/grid paper, template, or graphic organizer (with no text) for aligning work and/or recording answers that the student will transfer into their test book.

Setting

Distraction-free space or alternative location for student (e.g., study carrel, front of room).

Individualized (and supervised) or small group setting (*N/A for WAA-SwD - one-to-one administration*).

Adaptive furniture, special lighting and/or acoustics.

Homebound or hospitalized student takes test at home or in a care facility/hospital with district supervision.

Timing/Scheduling

Breaks: allow student to take breaks without exceeding total testing time.

Scheduling: allow student to test across multiple days, as long as a test session is completed within the same day the student started the session.⁷

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Explanation of Footnotes

¹ **Test directions:**

- o Any portion of the WKCE test book where the word “Directions” appears in a shaded/colored box, typically at the top of a page preceding a particular section of test content.
- o WKCE item stems and test questions should not be considered directions.
- o Test Directions for the WAA-SwD are incorporated into the teacher test book and are read aloud to the student. These directions must be read verbatim but may be reread if a student needs further clarification.
- o Directions may not be expanded.

² **Marking test book with #2 pencil:** Student should not make pencil marks near answer bubbles, other than to mark one correct answer. Student should not mark in any of the following areas in the test book:

- o the student Pre-ID Barcode on barcode label,
- o the timing tracks (the parallel lines along the side of the test book),
- o the skunk lines (the little squares and rectangles across the bottom of each page of the test book), or
- o the Litho codes (the squares and numbers across the bottom of the first and last page of the test book).

³ **Highlighters:**

- o Carefully supervise the use of highlighters as they may cause smudging of pencil marks and bubbles and, therefore, could affect scoring.
- o Do not allow the highlighting of track marks, litho codes, skunk lines, barcodes, pre-slugged bubbles or any carbon black printing. The highlighters cause these black inks to blur and bleed, which could affect scoring.
- o Use only a highlighter from the following list, which were tested and found to have minimal problems:
 - Avery Hi-liter (regular or thin-tipped), Bic Brite-Liner, Sanford Major Accent, or Sanford Pocket Accent (thin-tipped)

⁴ **Using audio/video or electronic (e.g., word processor or text talker) recordings:** when using accommodations that involve audio, video or electronic recordings or saved files, the test administrator must ensure that the recording or file is deleted upon completion of testing for security purposes.

⁵ **Use of a scribe** (student dictates orally to scribe):

- o A scribe may be provided when a student’s documented disability, ELL status, or injury prevents them from writing their answer.
- o When a student dictates responses orally to a scribe, the test must be administered in a separate, individual setting so as not to disturb other students.
- o The WKCE Writing prompts measure composition, grammar, punctuation, capitalization, and spelling; therefore, a student must dictate these exactly as they are to be written.
- o A scribe must be impartial and should allow the student adequate time to review and approve the response, if desired.
- o All scribing should be done with a #2 pencil; responses scribed in ink will not be scored.

⁶ **Transcribing student responses** (student’s answers are documented in a manner other than in the scorable test book [e.g., large-print, Braille version, computer response, etc]):

- o A translator who scribes student responses from native language to English should translate word-for-word to the extent possible for all content areas except Writing. For the Writing test, student must dictate or write responses in English (translation not allowed) exactly as they are to be written.
- o The answers must be transcribed into the regular WKCE test book or WAA-SwD student Answer Document with a #2 pencil to be scored.
- o Transcription of the student’s responses must be verbatim, including spelling, formatting, punctuation, etc.

- o Test security must be maintained. After answers are transcribed, destroy all electronically-saved student responses, including audio tapes. All paper copies of student work (e.g., Braille tests, large-print tests, graph/lined/grid paper, printed copies of computer responses, etc.) must be returned with non-scorable test materials.

⁷ **Test security during breaks:** Test security must be maintained during all breaks within a testing session. To lessen the risk of a security breach occurring during these breaks, a student requiring the use of restroom facilities should be escorted by either the proctor or a test examiner. In addition, a student must not be allowed to use any form of wireless communication during these breaks.

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- ⁸ **Student who is visually impaired and is not proficient in Braille** may have the Reading portion of the WKCE and the “Read by Student” Reading items of the WAA-SwD read aloud by a test administrator.
- The WKCE is available in contracted Braille; if a student designated by his/her IEP Team, by use of *Form I-7-B* (available at <http://dpi.wi.gov/oea/dacforms.html>), to take the WKCE is not proficient in contracted Braille and is receiving instruction in reading contracted Braille, the student may have the Reading test passages and items read by a test administrator.
 - The WAA-SwD is available in un-contracted Braille; if a student designated by his/her IEP Team, by use of *Form I-7-B*, to take the WAA-SwD is not proficient in uncontracted Braille, the student may have the “Read by Student” items in the Reading test read by a test administrator.
- ⁹ **Test Administrator Read Aloud Accommodation (not allowed on Reading test except for students qualifying for accommodation D16):**
- Test administrator must read in a pace and tone that is appropriate for each individual student. Careful attention must be given such that no changes in tone or inflection are detectable which might indicate a correct answer.
 - Students may direct test administrator to reread a portion of a passage, test question, or answer choice as needed.
- ¹⁰ **For students who have test items and/or directions translated into native language:**
- A qualified translator and interpreter (see http://dpi.wi.gov/oea/doc/translator_guidelines.doc) should have a Bachelor’s Degree in Modern Languages. When this is not possible, be sure that a translator or interpreter has the following qualifications:
 1. Mastery of the target language
 2. Familiarity with both cultures
 3. Extensive general vocabulary in both languages
 4. Ability to express thoughts clearly and concisely in both languages
 - *Translators* work with the written word, transferring meaning from a source language into a target language. *Interpreters* work with the spoken word, transferring meaning from a source language into a target language.
 - Translators and interpreters should participate in all aspects of staff training related to test administration and test security.
 - For more information about state provided scripts available in Spanish and bilingual word lists in Spanish and Hmong for the WKCE, please see <http://dpi.wi.gov/oea/ells.html>.
 - In order for this accommodation to be most effective, a student should have content-area knowledge in their native language.
- ¹¹ **Sign Language and Oral Interpreters**
- An interpreter needs to be able to translate in the same method of sign language typically used by the student (e.g., American Sign Language [ASL] or Signing Exact English [SEE]). The interpreters must not clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items.
 - E.g. The sign for many math symbols often defines for the student what the item is intending to measure and would therefore invalidate the item.
- ¹² **Simplified English:** The test administrator providing an accommodation in which English is simplified for words not related to content or vocabulary should be familiar with the content area being tested. The WAA-SwD is already in simplified language.
- Example (Grade 5 WKCE Released Item) of a simplified English test item:
- The sales receipt below shows the groceries that José purchased from the supermarket. What is the estimated cost of José’s groceries?
- Simplified English:* The receipt below shows the food that José bought from the store. Estimate how much money José spent on the food.
- Note: It is important that “estimate” remain in this test item because it is part of the standard which is being tested.*
- ¹³ **DPI-provided Picture Descriptions** are descriptions of the graphic found within an item. Picture descriptions are intended to replace, *not* supplement graphics for a student with visual impairments who is not able to access the printed WAA-SwD, even with magnification, or the Braille WAA-SwD. Ordering information can be found at: <http://dpi.wi.gov/oea/dacforms.html>.
- ¹⁴ **Scorable Test Books** are the documents that are returned to the test vendor for scoring. For the WKCE, this is the test book itself. For the WAA-SwD, this is the student Answer Document. All student responses must be recorded on these documents in order to be scored.

